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ABSTRACT

The University Commission on Human Relations of San Francisco State University was appointed to study how the campus community deals with human relations, focusing on issues of race, ethnicity, gender, sexual orientation, disability, or religion. The study involved: three surveys taken of students, faculty, and staff/administrators; public hearings; confidential testimony; a literature review; documentation of campus activities and visuals; and examination of university policies and procedures. This volume of the seven volume report covers: study organization, planning, and data collection; a summary of the findings; recommendations; and a bibliography of 24 resources. Ten general recommendations and 24 issue-specific recommendations are offered, in addition to recommendations offered in issue group reports. The recommendations concern: establishment of an Office for Human Relations; workshops on ethnic, cultural, and social diversity; relevant curriculum and degree requirements; handbook of student rights; recruitment of ethnic minority students; affirmative action planning; staff hiring procedures; and others. Appendices contain copies of administrative materials, a report of the "Racism on Campus" Interest Group, and individual reports of the five issue groups (racism and ethnicity, sexism and sexual harassment, heterosexism and homophobia, disability discrimination, and religious discrimination.) (JDD)

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FOCUSING ON RACISM & OTHER FORMS OF DISCRIMINATION
UNIVERSITY COMMISSION
on human relations

FINAL REPORT
OF THE
UNIVERSITY COMMISSION ON HUMAN RELATIONS:
FOCUSING ON RACISM & OTHER FORMS OF DISCRIMINATION

SAN FRANCISCO STATE UNIVERSITY
SAN FRANCISCO, CALIFORNIA 94132
MAY 1990

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Olive C. R. James, Editor
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FOCUSING ON RACISM & OTHER FORMS OF DISCRIMINATION

on human relations

FINAL REPORT OF THE
UNIVERSITY COMMISSION ON HUMAN RELATIONS:
FOCUSING ON RACISM & OTHER FORMS OF DISCRIMINATION

VOLUME I

REPORT OF THE COMMISSION

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ACKNOWLEGEMENTS

The San Francisco State University Commission on Human Relations wishes to acknowledge the work of university colleagues across the country who, with us, have been addressing the pernicious issues of racism and other forms of discrimination on campus. The universe of human relations issues, opportunities, problems, is not one easily addressed, even by the wisest among us and least of all "by committee." It was good to have company.

Special thanks is offered to the Asian Pacific American Education Advisory Committee of the California State University, which has permitted us to publish the results of their own public hearings alongside our own. Colleagues at SFSU have been generous in providing communications, suggestions, and support for our work. Students, faculty, and staff who were willing to talk of their personal experiences, in public or confidential hearings, are particularly to be thanked, as are those who offered their insights and suggestions or responded to our questionnaires.

The SFSU Public Research Institute, and its Director Richard DeLeon, operated under uncertain conditions in conducting and reporting on our three campus surveys. We wish also to recognize the assistance of Student Affairs Counselor Willie Mullins, who helped prepare commissioners to take confidential testimony; of Deanne Holweger, Marketing Specialist in Student Housing, for her proposals for a public awareness campaign; and her Student Assistant Yuki Okata for the artistry of the UCHR logo and poster design. Thanks are due to two former SFSU administrators (Drs. Joseph Canton, former Director of Personnel, and Helen Stewart, former Associate Dean for Faculty Affairs) for their willingness to meet with representatives of this Commission.

We are grateful to the administrative staff of the J. Paul Leonard Library, SFSU, for their remarkable efficiency and support in the face of ever-increasing workload. Finally, this compiler/editor/chair expresses her appreciation to Ms. Carol Taketa of the library office who designed, input, and handled the desk-top publishing of this report.

It is our hope that our working together, all of us, in this cause can give evidence, in microcosm, of the world that might be.

O.J.

UNIVERSITY COMMISSION ON HUMAN RELATIONS
FINAL REPORT

EXECUTIVE SUMMARY

In February 1989, Dr. Robert A. Corrigan, twelfth president of San Francisco State University, appointed a University Commission on Human Relations. Its charge was to "study how the campus community...deals with human relations...focusing on issues of race, ethnicity, gender, sexual orientation, disability or religion."

The commission consisted of membership from the faculty, student body, staff, and university administration. It formed a planning/coordinating team, six fact-finding task forces, and five issue groups to synthesize findings and make recommendations.

The final report of the commission was to be submitted in December 1989. In the wake of a major earthquake in the Bay Area that fall, the reporting date was postponed until the following spring. This report includes findings from three surveys taken of students, of faculty, and of staff/administrators. This complete report comprises seven volumes. Volume I is the report proper, with appendices containing documents and individual reports of five component groups of the Commission. Volume II contains transcripts of selected public hearings held by the Commission; Volume III compilations of the literature; Volume IV collected campus policies; Volume V the student survey and frequencies; Volume VI faculty survey and frequencies; and Volume VII the staff/administrator survey and frequencies.

In addition to the three campus surveys, commission task forces gathered data through public hearings, confidential testimony, a literature review, documentation of campus activities and visuals, and by a study of existing university policies and procedures.

These task force findings were reviewed by five "issue groups," formed around the five areas of the commission charge: i.e., (1) race/ethnicity, (2) gender, (3) sexual identity, (4) disability, and (5) religion. Each issue group proffered recommendations, as did the commission as a whole.

A total of ten general recommendations and 24 issue-specific recommendations have been endorsed by the Commission. Additional recommendations are also offered in issue group reports. The ten General Recommendations of the Commission are summarized below:

1. *That a cabinet-level Office(r) for Human Relations be established, reporting to the President.*
2. *That ethnic, cultural, and social diversity workshops be presented for each new faculty member, staff member, or administrator, during their orientation period to the University and again in ongoing programs of staff and faculty development.*
3. *That the University strengthen its curriculum and degree requirements by requiring at least the equivalent of two 3- unit courses which address all of the following: racism, sexism, homophobia, ageism, religious discrimination, and discrimination toward the disabled; and cultural, ethnic, and social diversity, with the goal of enhancing mutual understanding, reducing intolerance and discrimination, and strengthening students' knowledge and appreciation of the cultural history, cultural identity, cultural contributions, and social conditions of other groups. That the University consider the possibility that entirely new courses are necessary in this area. That ways be found to ensure that all graduates of San Francisco State University, including transfer students, be exposed to a strengthened requirement.*

4. *That a clear, comprehensive, and attractive handbook of student rights, responsibilities, and roads to redress be compiled, published, and distributed to every student who matriculates or who registers for credit courses at the University.*

5. *That the University's outreach and retention efforts be increased to improve the recruitment, retention, and graduation rates of ethnic minority students...*

6. *That we reaffirm the stated Affirmative Action plan that has been in effect since 1984 [and] strongly recommend that it be fully implemented: a) All plans, goals, and departmental and school evaluations should be published annually. b) There should be immediate and appropriate consequences for departments/schools found to be not in compliance. c) Those departments/schools making progress should be provided immediate incentives, including position allotments and budgetary awards.*

7. *That the University develop ways of obtaining and incorporating reports of racist and other kinds of discriminatory behavior into its procedures for evaluating courses and teaching, and for evaluating faculty for hiring, retention, tenure, promotion, and post-tenure review. Further, that the University develop similar procedures to recognize positive behaviors that support sensitivity to cultural, ethnic, and social diversity and which promote positive interactions within the multicultural University...*

8. *That the University include the following criteria in its procedures for hiring, retaining, evaluating, and promoting administrators and staff:*

    a. *For hiring, evidence of ability to work constructively in an environment of ethnic, cultural, and social pluralism and to interact positively with students, faculty, staff, and administrators of diverse backgrounds;*

    b. *For quarterly, annual, or quinquennial performance reviews,*

        (1) *continuing evidence of the behaviors described in (a) above, and*

        (2) *for supervisors, managers, and administrators, demonstrated adherence to the spirit and practice of affirmative action and equal employment opportunity, with regard not only to hiring, but to retention and advancement as well.*

9. *That the University publicly condemn racial, ethnic, homophobic or other slur, invective, epithet, stereotyping, or other harmful verbal behavior. Policies or regulations which violate the First Amendment are not, however, recommended.*

10. *That the University adopt "Principles of Conduct for a Multicultural University".*

PREFACE

"California Faces... California's Future"

In spring 1989, the California State Legislature's Joint Committee for Review of the Master Plan for Higher Education issued a report, and a challenge. That report was called California Faces... California's Future: Education for Citizenship in a Multicultural Democracy.

In examining the separate but complementary missions of the three segments of California public higher education, the report states that:

> *The mission of the California State University shall include a broad responsibility to the public good and welfare of the state, which shall be particularly exercised through projects and programs aimed at regional economic, social, and cultural development. Research, scholarship, and creative activity in support of its instructional mission, engaging students, or in support of its public service role, is authorized for the California State University and shall be supported by the state. The California State University shall encourage and support programs of public service for its students and faculty.*

Further, this most populous state is poised on a significant demographic threshold; the majority of its citizens will soon be non-white. This master plan review recognizes this population change as a special opportunity to develop "a model multicultural community" in which people of color have "genuine access to and success in, the institutions of economic and social mobility."

That master plan therefore calls for continuing, enhanced programs Educational Equity, which:

> *consists of ensuring an educational environment of fairness and responsiveness, one in which each person, regardless of race, gender, age, disability, or economic circumstance, has a reasonable chance to fully develop his or her potential. Equity is developed through programs which seek to ensure the widest participation of Californians in education, so that men and women from our diverse communities are afforded access and offered the opportunity of success.*

Thus, while the San Francisco State University Commission on Human Relations was convened and charged prior to the issuance of California Faces... California's Future, the work of the UCHR lies firmly in this tradition. Like colleagues in Sacramento, and in universities across the nation, the Commission dedicates its work to that model multicultural community, in which each individual has an authentic opportunity to succeed and to thrive.

Final Report of the

SAN FRANCISCO STATE UNIVERSITY COMMISSION ON HUMAN RELATIONS: FOCUSING ON RACISM & OTHER FORMS OF DISCRIMINATION

May 1990

CHAPTER I

INTRODUCTION

A. CONSTITUTION AND CHARGE

The San Francisco State University Commission on Human Relations was appointed and charged in February 1989 by University President Robert A. Corrigan. *(Appendix A)*. The group was composed of faculty, students, staff, and administrators. *(Appendix B)*. In summary, the charge to the new commission was to "study how the campus community (students, faculty, staff and administration) deals with human relations, both within and outside the classroom, focusing on...issues of race, ethnicity, gender sexual orientation, disability or religion."

In his introductory comments to the newly convened group, President Corrigan stated that he wished it "to identify positive principles to live by at San Francisco Sate University," and to establish appropriate procedures and processes for people to raise concerns about how they are treated and about how the University remedies any discriminatory treatment.

A copy of the full charge to the Commission follows.

CHARGE TO THE HUMAN RELATIONS COMMISSION

BECAUSE IT IS ESSENTIAL

...to the responsible education to our students
...to the free pursuit of knowledge by faculty
...to a humane working environment for all staff
...to our leadership role in the community
...to ourselves as individuals
...and to the quality of life at San Francisco State University

THAT OUR INTELLECTUAL, SOCIAL, ECONOMIC, AND POLITICAL ENVIRONMENT BE SUCH THAT THE PERSONAL AND HUMAN RIGHTS OF EACH MEMBER OF THIS CAMPUS COMMUNITY BE FULLY RESPECTED, THIS PRESIDENT'S SPECIAL COMMISSION ON HUMAN RELATIONS IS HEREBY ESTABLISHED AND CHARGED WITH CONDUCTING THE ACTIVITIES LISTED BELOW AND REPORTING ITS FINDINGS TO THE STUDENTS, FACULTY, STAFF, AND ADMINISTRATION OF SAN FRANCISCO STATE UNIVERSITY:

a. Study how the campus community (students, faculty, staff and administration) deals with human relations both within and outside the classroom, focusing on tensions which arise from interactions involving issues of race, ethnicity, gender, sexual orientation, disability or religion.

b. Hold open meetings on Campus to identify any problems in, and obstructions to, maintaining good human relations as these problems and obstructions pertain to race, ethnicity, gender, sexual orientation, disability, or religion.

c. Identify the university's procedures for investigating charges that persons have been victimized or discriminated against because of their race, ethnicity, gender, sexual orientation, disability or religion, and whether these procedures are effective.

d. Decide whether there is sufficient appropriate provision for redress when such charges are confirmed.

e. Propose principles and standards of conduct to guide relations among members of the campus community in respect to matters of race, ethnicity, gender, sexual orientation, disability or religion.

f. Identify means of promoting greater understanding, respect, appreciation and equity among all individuals and groups in the campus community.

g. Recommend to the President and the Academic Senate the adoption of educational efforts, policy and procedural revisions, to resolve existing problems and to improve the quality of human relations at San Francisco State University.

The Human Relations Commission shall convene for its first meeting no later than February, 1989, and shall deliver its final report to the President no later than December 1, 1989. The Commission is expected to provide the President with progress reports in May and September of 1989. To assure that the Commission can carry out its work in conducting open meetings and composing a well-documented and thorough report, the President will provide appropriate support for the Commission's activities.

B. MEMBERSHIP

Initially, 37 persons accepted appointment to the Commission: 17 faculty members, 7 students, 9 staff members, and 4 administrators. Over the fifteen months of its existence, several members resigned because of other commitments, ill health, graduation, overseas study, and research and fellowship award leaves. As of this writing, the Commission consists of the following members:

Mamdouh Abo-El-Ata	Associate Dean, Engineering
Jack Adams	Assistant Director, Student Union
Robynn Battle	Senior, School of Health, Physical Education, Recreation/Leisure Studies
Danilo Begonia	Professor, Asian American Studies
Rufus Browning	Professor, Political Science
Nontsizi Cayou	Chair/Professor, Dance
Wan Lee Cheng	Chair/Professor, Design & Industry
Dan Dorfman	Rabbi and Director, Hillel Foundation
Denise Fox	Director, Personnel Services
Daniel Gonzales	Associate Professor, Asian American Studies
Todd Groves	Graduate Student, Rehabilitation Engineering Technology
Rick Gutierrez	Coordinator, Counseling Center
Mary Rhodes Hoover	Professor, Black Studies
Olive James	Director, Library
Frieda Lee	Director, Student Outreach Program
Leslie Lundgren	Student, School of Science
Hollis Matson	Lecturer, Health Education
Nancy McDermid	Dean, School of Humanities
D. Phillip McGee	Dean, School of Ethnic Studies
Kenneth Monteiro	Associate Professor, Psychology
Elizabeth Parent	Associate Professor, American Indian Studies
Devere Pentony	Professor, International Relations
Melissa Purcell	Director, Housing Services
Ralph Rust	Professor Emeritus, Psychology
Norman Schneider	Professor/Director, Urban Studies
Anita Silvers	Professor, Philosophy
Jamesetta Smith	Administrative Operations Analyst, Psychology
Vernon Thompson	Associate Professor, Journalism, and Executive Assistant to the President

CHAPTER II

ORGANIZING, PLANNING, DATA GATHERING

A. ORGANIZING

At the second Commission meeting, in February 1989, Library Director Olive James was elected chair. Hollis Matson (Health Education) was subsequently elected vice-chair. The group agreed to the need for a retreat. Discussion centered around three major points: (1) the Commission charge and name, (2) internal processes and procedures for operation, and (3) objectives and means of "organizational diagnosis," i.e. comprehending the University climate, with reference to the charge.

There was a strongly articulated concern that the issue of racism not be obscured under the more abstract term "human relations." Some considered this point particularly valid in light of a May 1988 report and recommendation to former University President Woo by an "Interest Group on the VideoConference on Racism." *(Appendix C)* After discussion, and consultation, there was agreement in April 1989 that the name "University Commission on Human Relations: Focusing on Racism and Other Forms of Discrimination" should be adopted.

The Commission agreed that a planning, or steering, committee should be formed, and that the chair should appoint persons to that subgroup. Seven persons were so appointed, based on the criteria of previous participation in the formation of the Commission, broad representation of the campus community, and a stated wish to serve.

B. PLANNING

In summer 1989, coordinating rather that planning had become the imperative; and a modified Coordinating Committee was established.* During the spring of 1989, the Commission met bi-weekly, with the Planning Committee meeting on alternate weeks. Approximately the same scheduling was expected to obtain during the fall semester. (This expectation was not realized owing to the disruptions of a 7.1 earthquake). While there were no Commission meeting scheduled during the summer 1989, working groups were active.

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* This reconstituted committee consisted of these members: Jack Adams/Co-Chair, Task Force on Public Hearings; Danilo Begonia/original Planning Committee member; Olive James/Chair, UCHR; Leslie Lundgren/Co-Chair, Task Force on Campus Policies and Procedures; Hollis Matson/Vice-Chair, UCHR; Nancy McDermid/Chair, Task Force on Confidential Testimony; Norman Schneider/Chair, Task Force on Campus Surveys; Jamesetta Smith/Secretary, UCHR; Vernon Thompson/Chair, Task Force on the Literature; and Anita Silvers/original Planning Committee member. Other original members of the Planning Committee were Sonya Dugas, Rick Gutierrez, and Shirley Strong. A part-time student assistant, Dolores Beliso, was also hired.

C. DATA GATHERING

Six working groups were appointed, in the following order; to gather data and observations:

1. Task Force on Confidential Testimony*

Two attorney members of the task force drafted guidelines for taking confidential testimony. A Student Affairs Counselor helped prepare Task Force Subcommittee members to receive testimony.

Seven who testified during the spring, described personal experiences in areas of discrimination including sexual identity (2), racism (3) sexism and sexual harassment (1), miscellaneous (2). Hearings continued during the summer and were scheduled to continue in early fall. Four sessions of hearings (three designated for individuals and one for a group which sought out the Commission) were scheduled for October, 1989. About three hours after that group hearing, the Loma Prieta Earthquake struck the Bay Area. No regularly scheduled confidential hearings were held thereafter. Members of this task force did, however, meet individually with those wishing to testify, and it continued to receive occasional testimony by mail.

2. Task Force on the Literature**

This task force conducted literature searches on human relations and discrimination issues on U.S. campuses. A search of the *Chronicle of Higher Education* was completed. Computer searches were run on the ERIC (Educational Resources Information Clearinghouse) database and of DATATIMES, with particular reference to statewide news in the *Sacramento Bee*. Reports, like that of the Stanford University Commission on Minority Issues , were sought from about a dozen campuses. Daily news reports were scanned. Samples from that period may be found in volume III of this report. A working bibliography may also be found in volume III.

3. Task Force on a Campus Survey***

This task force divided into three working groups to devise distinct surveys for three campus populations: students, faculty, and staff/administrators. Through the office of the president, the task force contracted with SFSU's Public Research

---

* Chair, Nancy McDermid. Task Force Members: Robynn Battle, Daniel Gonzales, Leslie Lundgren, Hollis Matson and Ralph Rust.

** Chair, Vernon Thompson. Task Force Members: Todd Groves, Olive James, Elizabeth Parent, and DeVere Pentony, Student Research Assistant: Jed Logan.

*** Chair, Norman Schneider. Student Survey Subcommittee: Ken Monteiro, Coordinator, with Norman Schneider and Anita Silvers. Faculty Survey Subcommittee: Rufus Browning, Coordinator, with Danilo Begonia, Christina Olivolo, and Anita Silvers. Staff and Administrators Subcommittee: Denise Fox, Coordinator, with Frieda Lee.

Institute (Dr. Richard De Leon, Director) to construct, test, administer, and report on these three surveys.

4. Task Force on Public Hearings[*]

This working group began meeting at the end of spring 1989 to prepare ground rules and guidelines for public hearings. Printed versions of these guidelines for public hearings were handed out at each session *(Figure 1)*. Advertisements of the hearings were placed in the campus media *(Appendix D)*. A card with a printed schedule *(Figure 2)* was broadly distributed on campus. Through the public relations efforts of this task force, an informational brochure *(Appendix E)* on the Commission and a poster were also made available throughout campus. Several task force members appeared before the Student Legislature to inform them of public hearings and to invite their participation. Finally a flyer about hearings was placed in all student organizations mailboxes.

UNIVERSITY COMMISSION ON HUMAN RELATIONS: FOCUSING ON RACISM AND OTHER FORMS OF DISCRIMINATION

Guidelines for Public Hearings
Purposes:

1. **To gain information** from broadly informed sources about problems in and obstructions to maintaining campus human relations, especially related to race, ethnicity, sexual identity, disability, and religion.
2. **To develop a public understanding** of how widespread, intense, and serious discriminatory behavior, practices, and situations are on campus related to these issues.
3. **To solicit recommendations** for ways of improving human relations on campus with respect to discriminatory behavior, practices, and situations.

The public hearings do not emphasize specific grievances. Confidential hearings are scheduled for that purpose. Rather, the public hearings **solicit broader views** of typical, frequently occurring, or significant patterns of discrimination along with recommendations for resolution of problems and the improvement of human relations on the San Francisco State University campus. Please refrain from using names, department names, titles, etc.

You are requested to try to keep your comments to fifteen minutes, including four or five minutes for questions by the panel.

Figure 1. Guidelines for Public Hearing

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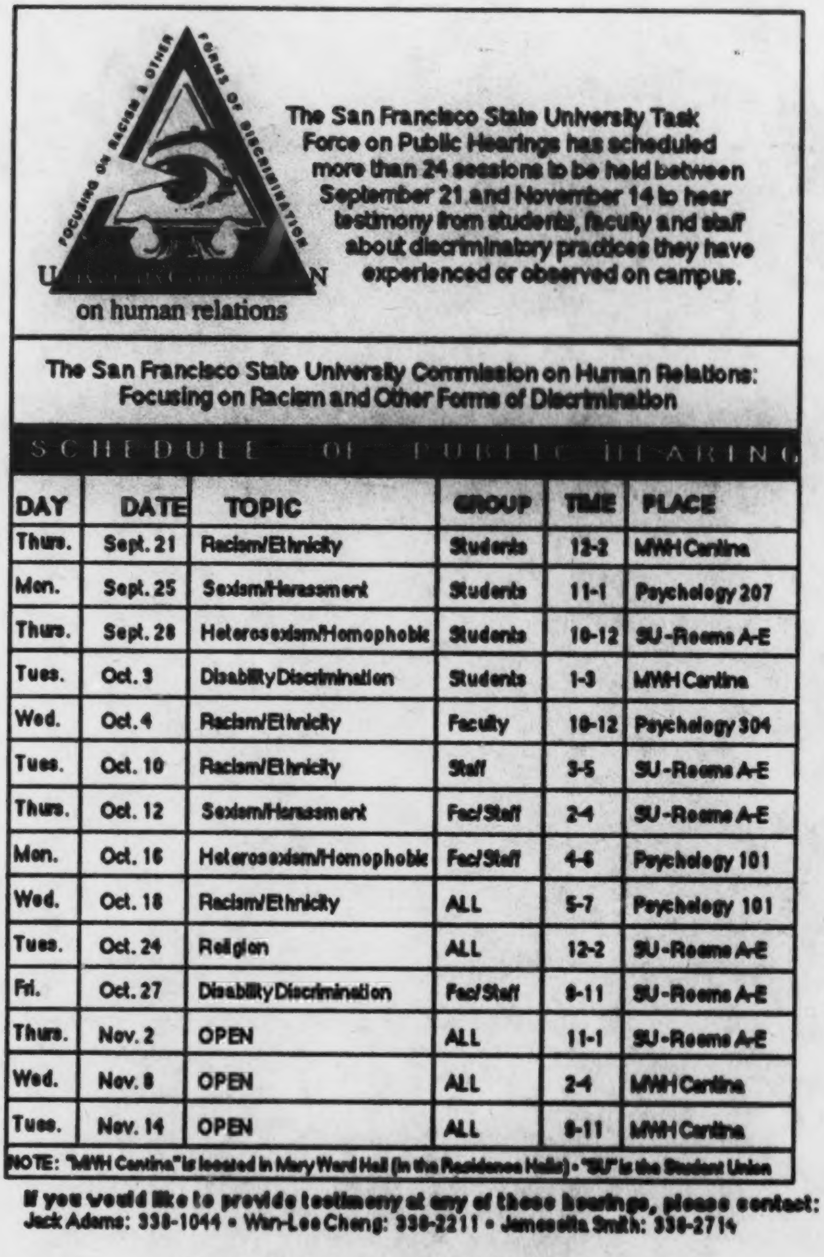
[*] Co-Chairs, Wan Lee Cheng and Jack Adams. Task Force Members: Robynn Battle, Rufus Browning, Dan Dorfman, Denise Fox, Nancy McDermid, D. Phillip McGee, Hollis Matson, Anita Silvers, and Jamesetta Smith.



FOCUSING ON RACISM & OTHER FORMS OF DISCRIMINATION

on human relations

The San Francisco State University Task Force on Public Hearings has scheduled more than 24 sessions to be held between September 21 and November 14 to hear testimony from students, faculty and staff about discriminatory practices they have experienced or observed on campus.

The San Francisco State University Commission on Human Relations: Focusing on Racism and Other Forms of Discrimination

SCHEDULE OF PUBLIC HEARING

DAY	DATE	TOPIC	GROUP	TIME	PLACE
Thurs.	Sept. 21	Racism/Ethnicity	Students	12-2	MWH Cantina
Mon.	Sept. 25	Sexism/Harassment	Students	11-1	Psychology 207
Thurs.	Sept. 28	Heterosexism/Homophobia	Students	10-12	SU-Rooms A-E
Tues.	Oct. 3	Disability Discrimination	Students	1-3	MWH Cantina
Wed.	Oct. 4	Racism/Ethnicity	Faculty	10-12	Psychology 304
Tues.	Oct. 10	Racism/Ethnicity	Staff	3-5	SU-Rooms A-E
Thurs.	Oct. 12	Sexism/Harassment	Fac/Staff	2-4	SU-Rooms A-E
Mon.	Oct. 16	Heterosexism/Homophobia	Fac/Staff	4-6	Psychology 101
Wed.	Oct. 18	Racism/Ethnicity	ALL	5-7	Psychology 101
Tues.	Oct. 24	Religion	ALL	12-2	SU-Rooms A-E
Fri.	Oct. 27	Disability Discrimination	Fac/Staff	9-11	SU-Rooms A-E
Thurs.	Nov. 2	OPEN	ALL	11-1	SU-Rooms A-E
Wed.	Nov. 8	OPEN	ALL	2-4	MWH Cantina
Tues.	Nov. 14	OPEN	ALL	9-11	MWH Cantina

NOTE: "MWH Cantina" is located in Mary Ward Hall (in the Residence Halls) • "SU" is the Student Union

If you would like to provide testimony at any of these hearings, please contact:
Jack Adams: 338-1044 • Wan-Lee Cheng: 338-2211 • Jamesella Smith: 338-2714

Figure 2. Schedule of Public Hearings

Although fourteen hearings in all were planned, three were cancelled owing to earthquake disruptions of facilities and schedules. One campus group, the Hillel Foundation, requested and hosted a public hearing during this recovery period.

5. Task Force on Documentation of Campus Activities*

The purpose of this working group was (1) to document campus conferences, meetings, and activities related to the UCHR charge and (2) to collect and/or record posters, graffiti, flyers, etc. that give evidence of the campus human relations environment. In this effort, the Commission received volunteer assistance from the campus Lesbian/Gay Alliance and others .

6. Task Force on Campus Policies & Procedures**

A compilation of campus policies and codes on student conduct, on faculty recruitment and appointment, on sexual harassment, on disability and accommodation, on disciplinary procedures, etc. was collected. The objective was to note strengths, weaknesses, and lacunae, to identify opportunities for smoother coordination, and to make appropriate recommendations. This compilation may be found in Volume IV.

D. Timetables and Interim Reports

The Commission submitted two interim reports to President Corrigan, as specified, in May and September 1989. The faculty and staff convocations at the start of the fall semester saw the realization of the single recommendation in the Commission's first Interim Report: "that President Corrigan urge cooperation of faculty and staff in the work of the Commission..." He did so. Further, brochures describing the Commission and its work were distributed at those meetings. Commission members spoke to faculty of each of the eight schools at their opening meetings in August as well.

A calendar of spring meetings may be found in *Appendix F*. Summer 1989 was devoted to working group meetings, two multi-part sessions of confidential testimony, and two public hearings for staff, one on the issue of racism and ethnicity and one on issues of sexism and sexual harassment. The following calendar of meetings was established for fall 1989. The meetings of October 14 and November 20 were casualities of the earthquake. The meeting of December 5 was held as scheduled, as was an all-day retreat on Saturday, December 9.

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* Chair, Jack Adams.

** Co-Chairs, Leslie Lundgren and Anita Silvers.

UNIVERSITY COMMISSION ON HUMAN RELATIONS: FOCUSING ON RACISM & OTHER FORMS OF DISCRIMINATION

TIMETABLE - FALL SEMESTER, 1989

September 25	October 24	November 20	December 5	December 12
Discuss and approve timetable Begin thinking about recommendations	Final Reports: Task Forces on •Literature •Confidential Hearings Intermediate Reports: Task Forces on • Policies/Procedures • Public Hearings • Survey • Campus Documentation	Final Reports: All Task Forces not reported 10/24 Draft of Recommendations for President	Refine and Vote on Recommendations Organize for 12/9 Retreat	"Last Words" Clean Copy of Report Moments to be proud Celebration

Retreat Day: **Saturday, December 9**
Bay Conference Center, Tiburon
North Bay Room and Hearth Room

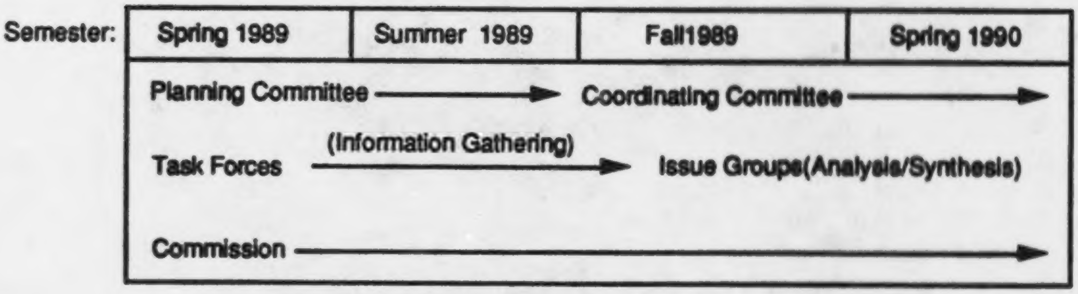
Semester:
Spring 1989
Summer 1989
Fall1989
Spring 1990
Planning Committee
Coordinating Committee
(Information Gathering)
Task Forces
Issue Groups(Analysis/Synthesis)
Commission

Figure 3. Summary Timetable of Commission Activity

CHAPTER III

SUMMARY OF FINDINGS

As described in the preceding chapter, six modes of information gathering were employed by Commission task forces in studying how the campus deals with human relations issues. One of these modes was survey-based· These survey results compose the first set of findings (A) summarized in this chapter. The second summary (B) is that of confidential testimony. The third summary (C) is of comments-cum-public recommendations from twelve public hearings. The literature reviewed by a fourth task force appears in Volume III. A fifth task force collected university policies in areas affecting the Commission"s charge. Those policies appear in Volume IV. Finally, the brief glimpses into campus life captured by the Task Force on Campus Documentation also served as background for the Commission's work.

Principal findings from the campus surveys are recorded in the two sections immediately following. Both have been prepared by faculty of the Public Research Institute. The first (A1.) is "Principal Findings of the Faculty and Student Mail Sample Surveys... by Richard E. DeLeon"; the second is "A Summary of Principal Findings of the Staff/Administrator Survey," prepared for the SFSU Human Relations Commission by Richard DeLeon, James Newton, and Robert Smith.

A Descriptive Overview of Principal Findings of the Faculty and Student Mail Sample Surveys on Human Relations at San Francisco State University

by

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PRI Human Relations Surveys

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INTRODUCTION

This is a very brief narrative description and interpretation of selected findings obtained from the PRI Faculty and Student Human Relations Surveys. It puts on paper comments I made during a recent oral presentation to members of the Human Relations Commission. My co-principal investigators, Professors James Newton and Robert Smith, have contributed much to my understanding of the data and they concur with the general points made at the oral presentation. The descriptions and analyses that follow, however, are my responsibility alone; they were prepared in response to HRC Chair Olive James' request that I highlight some of the principal findings and offer my personal view of what they mean.

PRI conducted mail sample surveys of students (N = 400) and faculty (N = 124) during the period of October-December, 1989. All of the findings discussed below are drawn from these surveys. Methodological details about sample designs, administrative procedures, and analytical methods have been presented to the Commission in earlier reports. Reports and printouts showing basic quantitative and qualitative (open-ended) results from both surveys have been submitted. These reports and printouts contain the raw data and statistics used in preparing the many charts and graphs that follow. These charts and graphs help to visualize many of the important patterns and relationships that emerge from our findings.

FACULTY AND STUDENT REPORTS OF PERSONAL EXPERIENCE OF ABUSE AND DISCRIMINATION AT SFSU

Figure 1 is a twoway bar chart comparing the percentage of students with the percentage of faculty who report that they have "sometimes" or "often" been offended, put down, or physically or emotionally abused by other members of the campus community based on their gender, race/ethnicity, sexual identity, religion, disability, and/or national origin. The chart shows clearly that:

(1) Sizable minorities of faculty and students have experienced racial and sexual discrimination (and to a lesser extent discrimination based on national origin).

(2) There is less reported discrimination based on sexual identity, religion, or disabilities -- perhaps partly because these personal attributes are less visually obvious and/or their incidence is limited in the populations studied.

(3) Faculty report a higher rate of gender-related abuse, students a higher rate of abuse based on race or ethnicity.

received a score of 1. If all six forms of abuse were reported "sometimes" or "often," the score on this index would be 6, the maximum. If no forms of abuse were reported "sometimes" or "often," the score would be zero, implying that abuse is experienced at most only "rarely." Figure 4 shows the distribution of faculty and student respondents on this index. Also shown are the proportions of white males, non-white males, white females, and non-white females scoring zero on this index.

The results of Figure 4 suggest that:

(1) More than three-fifths of both faculty and students report experiencing abuse at most only rarely if at all.

(2) Fifteen percent of the faculty sample and 20% of the student sample report what might be called compounded abuse of two or more types (gender, race, etc.).

(3) In both the faculty and student samples, non-white females are the most likely to report abuse; white males, the least likely.

Sexual Harassment

(1) Four percent of students and 7% of faculty say they have been sexually harassed at SFSU, given the definition of sexual harassment provided in the question text. (The student questionnaire specified "by a professor.")

(2) Among students, 2% of males and 7% of females say they have been sexually harassed by a professor. Among faculty, 3% of males and 11% of females say they have been sexually harassed on campus, source unspecified.

(3) Fifteen percent of students say they personally know a student who has been sexually harassed by a professor; 38% of faculty say they personally know a student who has been harassed by a faculty member.

Source and/or Location of Abuse (Students only)

Those students who reported experiencing abuse of some kind were asked a follow-up question about the frequency of experiencing it in specified locations or from specified sources. In descending order of frequency, 42% of these students experienced abuse "sometimes" or "often" in the classroom, 20% at the Registration Office, 17% at the Student Union, 14% at the Student Financial Aid Office, 13% from the student newspaper, and 13% at athletic/recreational facilities. Less than 13% said this about other specified sources/locations. It is worth noting that

85% of these students said they had "never" experienced abuse from the campus police; a comparatively small group (6)% said sometimes or often.

PERCEPTIONS OF DISCRIMINATION AGAINST VARIOUS CAMPUS GROUPS

Both faculty and students were asked to evaluate the treatment of various groups by the campus community -- were members of these groups treated "better" than the average student, "about the same," or "worse"? Figure 5 shows two charts, the first comparing faculty and student perceptions regarding "better" treatment of the 15 specified groups, the second comparing perceptions regarding "worse" treatment of these groups.

The first chart suggests that:

(1) Whites, males, and (to a considerably lesser extent) disabled students are at the top of the list of groups perceived as being "better" treated by the campus community.

(2) At the bottom of this better-treatment list are Arabs, Pacific Islanders, fundamentalists, and Muslims.

(3) Faculty are more likely than students to say that whites, males, Blacks, Jews, and women are treated better. Students are more likely to say that foreigners are treated better.

The second chart in Figure 5 indicates that:

(1) Gays/lesbians, Asians, Blacks, Hispanics, Arabs, Muslims, foreigners, and fundamentalists are at the top of the list of groups perceived as being treated "worse" by the campus community.

(2) At the bottom of this worse-treatment list are males, whites, and Jews.

Rankings on the "Net-Worse Index"

It is clear from Figure 5 that some groups (e.g., disabled students) are perceived by fairly large numbers of respondents as "better" treated and by fairly large numbers of other respondents as "worse" treated. It seemed reasonable to construct a single index of worse treatment by subtracting the percent saying a group is treated better from the percent saying that group is treated worse. We call this the "net-worse" index. (A negative score on this index indicates a collective judgment of privileged treatment of a group on the net.) Figure 6 reports rankings of groups on this index by student and faculty respondents.

Figure 6 shows that:

(1) Faculty and students, on the whole, rank groups similarly on this analytically-derived aggregate index of worse treatment.

(2) Two groups in particular, Asians and disabled students, are seen as relatively better off on this index of net-worse treatment than they are on the original worse treatment scale taken by itself.

Using the net-worse index as a tool, we can take the analysis a step further by plotting student rankings of groups on this index against faculty rankings. Figure 7 does this. The diagonal line in Figure 7 is a line of equality; if faculty and students gave the same net-worse score to a group, the name of that group would fall exactly on the line. Figure 7 shows that:

(1) Faculty and student perceptions of group treatment are fairly strongly correlated.

(2) Faculty generally perceive worse treatment of these campus groups than do students -- as can be seen by the fact that almost all of the group names shown in Figure 7 are above the line. This last point leads to a generalization:

> **SFSU faculty are generally much more concerned about and sensitive to problems of human relations on this campus than are students.**

Other evidence to be discussed supports this generalization.

Perceived Improvement in Treatment of Groups over the Last Five Years (Faculty only)

In the Faculty Survey, respondents were asked whether they perceived the treatment of various groups as getting better, about the same, or worse over the last 5 years (or from the first year of their appointment). Although fairly large numbers of faculty declined to answer this question, the pattern of responses revealed by those who did respond (Ns range from 46 to 86 across the 15 groups) is interesting. See Figure 8, which plots groups by the percent of respondents saying treatment has gotten better by the percent saying treatment has gotten worse. The diagonal line is a line of equality; if exactly the same percentage of respondents said "better" as said "worse," the name of that group would fall exactly on the line.

Figure 8 indicates that:

(1) Faculty perceive the treatment of nearly all groups (Muslims and foreigners are the exceptions) to have improved over the last 5 years, as indicated by the groups plotted above the line in Figure 8.

(2) Disabled students, women, Asians, and gays/lesbians are groups perceived as treated much better on the net over the last 5 years.

(3) Certain groups, particularly Blacks and Hispanics, are perceived by fair numbers of faculty as being treated better, and by fair numbers of other faculty as being treated worse, than they were 5 years ago.

STUDENTS' FEELINGS TOWARD VARIOUS CAMPUS GROUPS

In the Student Survey, respondents were asked to rate their feelings toward each of the 15 specified groups on a "thermometer scale," with 0 to 40 degrees being "cool (negative feelings)," 50 degrees neutral, and 60 to 100 degrees "warm" (positive feelings). Figure 9 ranks the 15 groups in descending order of "cool" feelings toward them expressed by sample student respondents. Figure 9 suggests that:

(1) Collectively, SFSU students express the most negative feelings toward fundamentalists (54% rate their feelings 40 degrees or cooler toward this group, with 14% saying "zero" degrees). Cool feelings also are expressed toward Arabs (36%), gays/lesbians (26%), Muslims (25%), and Asians (20%).

(2) Overall, students indicate that they feel warmly toward the various campus groups or at least harbor no negative feelings toward them (with fundamentalists being a big exception).

WHAT IS OFFENSIVE?

In both the Faculty and Student Surveys, respondents were presented with 12 scenarios describing hypothetical utterances or actions taking place in a campus setting. They were asked to rate how offensive (if at all) these utterances or actions were to them on a 0 to 6 point scale, with 0 indicating "not at all offensive" and 6 indicating "extremely offensive." (The reader is referred to the exact text of each scenario -- Q7A-N in the Student Survey, Q15A-N in the Faculty Survey.) While we acknowledge that this ensemble of scenarios has no demonstrable validity or reliability as an instrument of psychological measurement, as projective tests (in the nature of ink blots) they stimulated some interesting response patterns among our respondents.

Figure 10 shows a twoway bar chart comparing student and faculty responses to these scenarios (each identified by a key word) -- specifically, the percentage saying they found a particular scenario "extremely offensive." Inspection of Figure 10 suggests that, in general, faculty are more inclined than students to take extreme offense at these behaviors. (The chart overstates the degree of symmetry in the responses of faculty and students. Note that the Faculty has a 0-60% scale compared to the 0-50% scale for Students.) The student sample found Scenarios D ("Blacks"), L ("Immigrants"), K ("Asian"), and F ("Foreign") most offensive; faculty found Scenarios F ("Foreign"), L ("Immigrants"), J ("English"), and C ("Unnatural") most offensive. Both students and faculty found Scenarios G ("Advantage") and M ("Nazis") least offensive by this measure.

Most striking to us is the wide variation in responses to many of these scenarios. For example, in the Student Survey, 17% of the respondents found it "not at all offensive" for a male professor to compliment a female student on how attractive she is (Scenario A); yet 17% found that same behavior "extremely offensive." Twenty-two percent found it "not at all" offensive for a professor to argue that the Bible is not divine revelation (Scenario B); another 22% found that argument "extremely offensive." If nothing else, these particular findings should stimulate lively and revealing discussions about why certain situations, actions, and utterances appear to offend some people but not others.

STUDENTS' TOLERANCE OF UNLIKED GROUPS

The City of San Francisco is widely celebrated for its "culture of civility" and its traditions of political toleration and acceptance of life-style differences. To what extent is that same culture of civility and political toleration represented in the opinions of SFSU students? The acid test of tolerance is resisting the temptation to restrict the rights and freedoms of the groups one likes least. Adapting recent methodological innovations in the study of political tolerance, we asked students to "hold in mind" the campus group they liked least (including any not on the original list of 15) and then to respond to a battery of four different proposals for restricting the numbers, communications, and political activities of that group on this campus. Thirty-two percent of sample students checked the box "There is no group I like 'least'." Figure 11 reports the opinions of the remaining 68% who did admit there was a group liked least.

The results shown in Figure 11 strongly suggest that tolerance and accomodation are the norm at SFSU. Solid majorities of students disagree with proposals to "restrict the admissions" of the group liked least (65%), to "prohibit rallies and demonstrations on campus" (71%), to "prohibit the writing of articles in the school newspaper criticizing other campus groups" (74%), and to monitor and restrict participation in student politics and elections (73%). In fact, majorities of students strongly disagree with all four proposals. Although a fair number of students would endorse some or all of these restrictive actions, it is evident the vast majority would not, even though it might suit their personal feelings and prejudices to do so.

OPINIONS ABOUT CAMPUS LIFE

In our surveys we asked respondents to indicate their level of agreement or disagreement with various statements of opinion about campus life at SFSU.

Both Faculty and Students

Five statements of opinion appeared in both the Faculty Survey and the Student Survey. Figure 12 compares faculty and student responses to four of them. Conclusions:

(1) Solid majorities of both faculty and students agree that "incidents of discrimination and prejudice at S. F. State are caused by a very small number of people and do not reflect the beliefs and attitudes of the majority."

(2) Near-majorities of both faculty and students agree that "students on this campus spend too much time emphasizing their differences with students of other groups ... rather than exploring values and goals they have in common." But sizable minorities of both faculty and students disagree with this statement, and the modal response is one of indecision ("neither agree nor disagree").

(3) Majorities of both faculty and students agree that, "compared to what I see and hear off-campus, human relations among different groups on-campus at S. F. State are relatively good." But most of the agreement is moderate, not strong. A fair number of students and faculty are undecided on this issue, with a very small minority in disagreement.

(4) The last chart in Figure 12 shows that faculty and student opinion is most polarized on the issue of restricting speech. Faculty respondents express the most polarization, with 28% strongly agreeing and 25% strongly disagreeing that "the University should not restrict my right to say publicly anything I want about members of other groups, even if what I say might be

regarded as offensive or insulting." The split among students in the strongly agree-strongly disagree responses is 22% versus 21%.

A fifth opinion statement presented in both surveys was: "S. F. State University offers students adequate opportunities to learn about other groups and cultures." Thirty-three percent of responding students strongly agree with this statement, 38% moderately agree, 14% neither agree nor disagree, 10% moderately disagree, and 5% strongly disagree. Among faculty respondents, 30% strongly agree, 44% moderately agree, 6% neither agree nor disagree, 8% moderately disagree, and 12% strongly disagree.

Students Only

(1) Sixty-five percent of students strongly or moderately agree that "my experience at S. F. State has improved my ability to interact comfortably with people of other racial/ethnic and cultural groups;" only 12% strongly or moderately disagree.

(2) Thirty-eight percent of students agree that "most faculty are not really interested in the problems of students like me;" 34% disagree, with 28% undecided.

(3) Forty-one percent of student respondents agree that "if students like me go to faculty advisors with a problem, they usually get the run-around rather than any real help;" 43% disagree, with 16% undecided.

(4) Fifty-four percent of student respondents agree that "the administrative staff ... at S. F. State are not really interested in my problems;" 19% disagree, with 27% undecided.

(5) Twenty-two percent of the 116 students responding agree that "the grievance procedures at S. F. State for handling student complaints about bias and discrimination are fair and effective;" 36% disagree, with 42% undecided.

(6) Sixty-seven percent of the 172 students responding agree that "S. F. State does not provide sufficient support for working students with children;" 10% disagree, with 23% undecided.

Faculty Only

Figure 13 shows faculty responses to statements of opinion about two important issues.

(1) The first is the opinion that "there is a real danger that too much concern about the sensitivities and perceptions of minorities may have a chilling effect on legitimate academic discussion about important social, cultural, religious, and

political differences." Fifty-two percent of faculty respondents share this opinion, but only 16% strongly. On the other side of the issue, 32% percent disagree with the statement, but 24% do so strongly. Sixteen percent are undecided. (Women are significantly more likely than men to disagree with this statement.)

(2) The second is the opinion that "too much emphasis on affirmative action in hiring and retention carries a risk of lowering the quality of faculty at SFSU." Thirty-two percent of faculty respondents agree with this opinion, 11% strongly. Fifty-nine percent disagree with it, 43% strongly. Faculty appear to know their minds on this issue: only 8% are undecided. (Non-whites are significantly more likely than whites to disagree with this statement -- e.g., 60% of non-whites strongly disagree vs. 35% of whites.)

Additional opinion responses:

(1) The vast majority of faculty respondents dismiss the idea that "white male students and faculty at S. F. State face at least as much prejudice and intolerance as any other group." Only 16% agree with this statement, while 66% disagree.

(2) Forty-eight percent of faculty agree that "politically conservative students and faculty at SFSU face at least as much prejudice and intolerance as any other group," but only 5% strongly agree with it, while 33% disagree with the statement, 15% strongly.

PROGRAM PRIORITIES

Student and faculty respondents were asked to rate the importance of eight campus programs on a 10-point scale. Figure 14 displays twoway bar charts comparing the percentages of students and faculty ranking a given program "highest" or "next highest" in priority. Three important conclusions can be drawn from this chart.

(1) By a wide margin, both students and faculty assign highest priority to programs which will provide "new sources of financial aid, career counseling, and job opportunities."

(2) Near the bottom of the priority list for students are "programs and activities to deal with bias and discrimination on campus." Only 8% rank it highest or next highest in priority.

(3) Faculty are much more likely than students to give a high priority to programs to fight bias and discrimination on campus (17% vs. 8%) and to programs providing services to disadvantaged students (31% vs. 20%).

AFFIRMATIVE ACTION AND FACULTY LIFE

Evaluation of SFSU's Affirmative Action Program

Figure 15 shows that faculty give generally positive evaluations to SFSU's affirmative action program, particularly regarding the goals of the program vis-a-vis the efforts made to implement it and the results attained. Moving from goals to efforts to results, the percentage of faculty giving "very positive" evaluations drops from 45% to 20% to 7%, while the percentage giving negative evaluations rises from 8% to 19% to 21%. The percentage reporting no basis for judgment or no opinion also rises in moving from goals to results. (Interestingly, there are no significant gender- or race-related differences in faculty responses to these questions -- at least none that can be discerned with this relatively small sample.)

A near-majority (46%) of sample faculty think that SFSU's affirmative action program has improved over the last 5 years, with 23% thinking it has stayed the same, 11% gotten worse, and 21% indicating no basis for judgment. (Again, there are no significant gender- or race-related differences in responses to this question.)

Nearly half of faculty respondents (46%) say they are not sure or don't know if their school has adopted explicit guidelines for affirmative action recruitment (46% say yes, 8% no).

Recruitment

(1) A majority of faculty believe their departments have been "very thorough" (52%) or "moderately thorough" (19%) in their searches for new faculty women over the past 5 years; 7% say "slightly" and 7% say "not at all thorough," with 15% indicating no basis for judgment. There are no significant gender differences in responses to this question.

(2) A majority of faculty also believe their departments have been "very thorough" (53%) or "moderately thorough" (20%) in recruiting new faculty of color over the past 5 years; 6% say "slightly" and 6% say "not at all thorough," with 15% indicating no basis for judgment. Non-white faculty are more likely than white faculty to say these searches have been less thorough.

(3) Only 7% of faculty respondents believe searches for new disabled faculty have been "very thorough," with 6% saying moderately thorough, 13% slightly, 34% not at all thorough, and a very large 40% indicating no basis for judgment.

Factors Hampering Affirmative Action Recruitment

(1) A majority of faculty respondents (55%) identify "scarcity" of qualified candidates as the single most serious factor hampering recruitment of people of color, women, and disabled people; 20% see it as the next most serious factor hampering recruitment efforts. Men are much more likely than women to view scarcity as the most serious factor (66% vs. 39%), and whites are much more likely than non-whites to view it as the most serious (62% vs. 38%).

(2) Six percent of faculty identify "overt prejudice and discrimination" as the most serious factor hampering recruitment (with another 3% seeing it as the next most serious factor). But only 1% of white faculty identify it as the most serious factor as opposed to 21% of non-white faculty.

(3) Four percent of faculty identify "implicit and/or institutional discrimination" as the most serious factor (12% as the next most serious). Women more than men, and non-whites more than whites, are likely to view this as a serious factor.

(4) Eight percent of faculty see "low motivation" within their departments as the most serious factor hampering affirmative action recruitment (5% next most serious). Non-white faculty see this as much more of a problem (21% most serious) than white faculty (4%).

(Other factors were included on the list of possibilities but are not discussed here.)

Forms of Discrimination

Figure 16 shows that the most frequent type of discrimination observed or experienced by faculty is "behavior by students that expresses negative attitudes" (45% observe or experience this "sometimes" or "often".) In general, negative attitudes and behavior expressed in social life or informal communications are the most common form of discrimination observed or experienced by faculty. Less frequent are forms of discrimination that directly impinge on work assignments and professional advancement.

There are no signficant gender differences in responses to this question, but non-white faculty report much more discrimination in all 7 of the categories considered than do white faculty, including less desirable teaching assignments (45% sometimes or often vs. 16%); inequitable approaches to retention, tenure or promotion (55% vs 22%), and discriminatory patterns of departmental interaction and influence (41% vs. 23%).

APPENDIX A
SAMPLE DESIGN AND SURVEY METHODOLOGY

The student survey population comprised all undergraduate and graduate (full-time and part-time) students enrolled at San Francisco State University in the Fall 1989 semester. The sampling frame was the computerized registration tapes maintained by SFSU's Office of Admissions and Records. Mailing labels were printed for 969 registered students randomly selected by computer. Since previous mail sample surveys of SFSU students had produced a disproportionately low response rate from Black and Hispanic students, additional random "oversamples" of 50 self-identified Black students and 50 self-identified Hispanic students were drawn to improve sample representativeness and to provide a numerical basis for statistically reliable subgroup comparisons. For similar reasons, an additional oversample of 50 self-identified disabled students was randomly selected from lists maintained by the Office of Disabled Student Services. (Under an agreement with the Director of Disabled Student Services, Professor DeLeon alone handled all processing of this confidential list, including sample selection, identification coding, mailing of materials, and response monitoring.) All oversamples were screened to eliminate possible duplications.

On October 9, 1989, questionnaire booklets were mailed to the total of 1119 randomly selected students. Each booklet was given an identification code keyed to the sample list for the purpose of monitoring responses and later mailing replacement booklets to non-respondents. Each booklet was accompanied by an introductory letter explaining the purpose of the study, promising confidentiality, and urging the student's participation. Also included in the mailing was a postage-paid business reply envelope addressed to the Public Research Institute. Two weeks after the first mailing, a postcard reminder was sent to all 1119 students asking them to complete and return the booklet if they had not done so already. Approximately two weeks after delivering the postcard reminder, a replacement questionnaire and a second letter were sent to all non-respondents from the first wave. December 14 was set as a final cut-off date for receiving and processing student questionnaires. (Upon final acceptance of this report by the Human Relations Commission, all confidential lists of sample student names and identification codes will be destroyed by PRI staff.)

Questionnaire data were entered into the computer and verified by trained PRI staff under the supervision of the Director of PRI. Quantitative information was stored and analyzed on CSU's Central Cyber mainframe computer. Upon final completion of this study, and after confidentiality protections have been secured, classification of raw data files and SPSS command files will be changed from private to public indirect access ("read only") for SFSU computer users. Guidelines for analyzing the data will be made available to interested faculty and students who have authorized Central Cyber accounts.

SAMPLE CHARACTERISTICS

Of the total of 1119 questionnaires mailed out, 37 were returned to PRI by the Post Office as undeliverable and with no forwarding address. A total of 400 completed questionnaires were received by PRI from the remaining 1082 eligible respondents. The response rate for this survey, therefore, was 400/1082, or 37%.

Assuming that this sample of 400 students satisfies criteria of a simple random sample, one can be 95% confident that the percentage figures reported here for the total sample are within plus or minus 6 percentage points of the true values for the student survey population. Sampling error is larger for sample subgroups. (E.g., the sampling error is approximately plus or minus 12% for a sample subgroup of 100 students.) More important than sampling errors are possible non-sampling errors, such as might result from data entry mistakes, poor question wording, or non-response bias. Every effort has been made by PRI staff to minimize these types of errors through pre-testing, close supervision, and quality control.

One of the non-sampling errors most difficult to detect and correct is non-response bias -- i.e., the possibility that non-respondents as a group are significantly different in key aspects from sample respondents. One check on possible non-response bias can be made by comparing sample statistics with known census figures for the student population as a whole. SFSU's Office of Planning and Analytic Studies recently published census figures for the Fall 1988 semester (Statistical Handbook: 1988-1989), and the breakdowns for race, gender, part-time vs full-time, class-standing, and majors by school can be compared directly with our sample results. These Census vs. Sample comparisons are shown below.

1. RACE/ETHNICITY:

	CENSUS (F'88)	SAMPLE (F'89)
Filipino	5%	3%
Pacific Islander	< 1%	< 1%
Chinese-Other Asian	22%	19%
Native American	1%	1%
Chicano	3%	5%
Other Hispanic	4%	6%
Non-Hispanic Black	7%	7%
Non-Hispanic White	54%	50%
Other, declined	3%	8%

2. GENDER:		
Male	42%	32%
Female	58%	68%
3. FULL-TIME/PART-TIME:		
Full-Time	56%	60%
Part-Time	44%	40%
4. CLASS STANDING:		
Freshman	15%	1%
Sophomore	9%	2%
Junior	24%	8%
Senior	28%	53%
Graduate	24%	35%
(Recent Graduate)	-	2%
5. MAJOR BY SCHOOL:		
BSS	13%	14%
BUS	25%	34%
CA	12%	11%
HUM	10%	19%
ED	7%	6%
HPER	3%	5%
SCI	12%	7%
ETH	< 1%	1%
Other/Undeclared	19%	3%

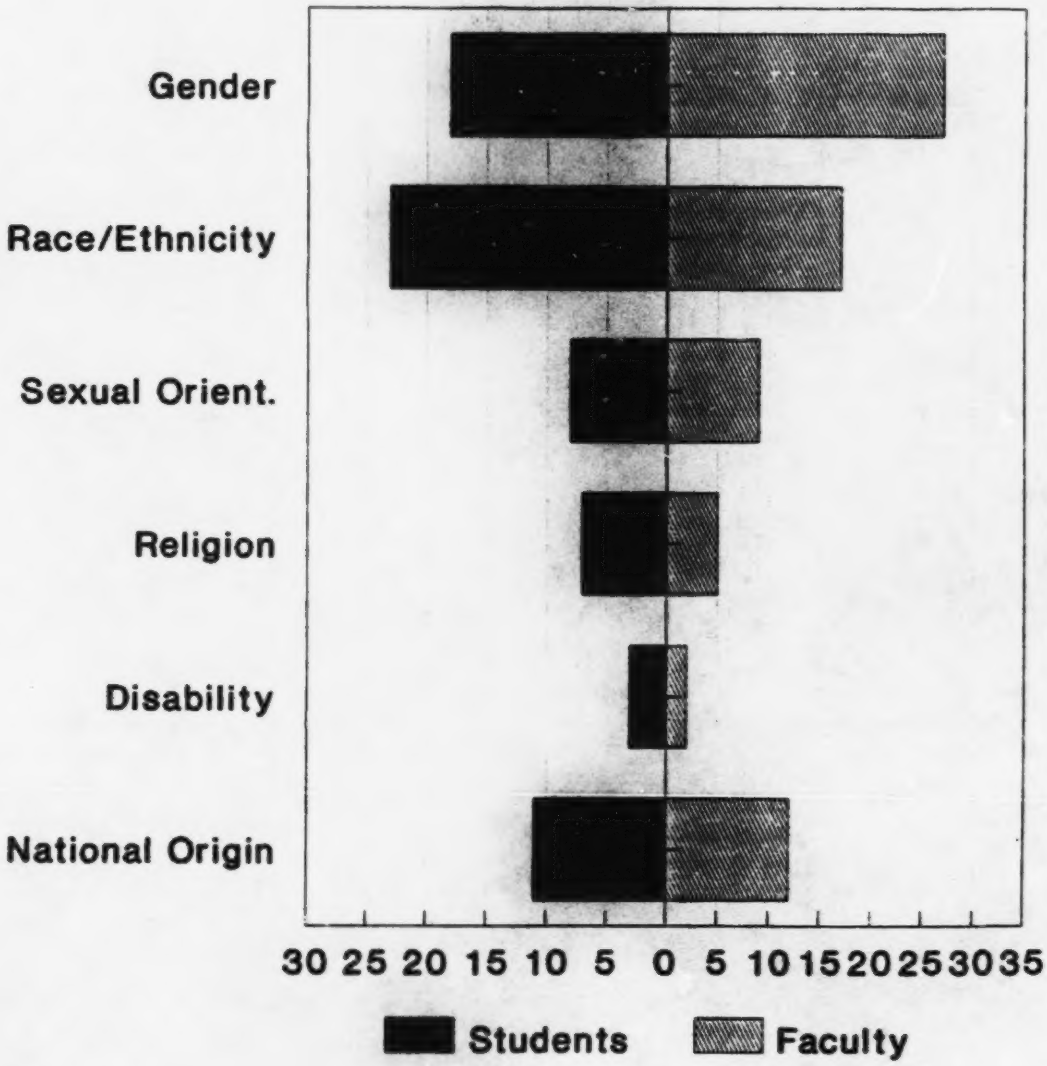
These comparisons indicate that our sample is a representative cross-section of SFSU's entire student population in terms of its racial/ethnic composition and full-time/part-time mix. On the other hand, the female/male ratio is even larger in the sample than it is in the total student population, and the sample also has disproportionately more graduate students and upper-division undergraduates. Partly because the sample contains so few freshmen and sophomores, students with undeclared majors are underrepresented. The sample also overrepresents humanities and business majors, and underrepresents science majors -- although these disparities are diminished considerably if the "other/undeclared" category is removed from the comparison.

The noted disparities between the census and sample statistical profiles suggest that caution should be exercised when generalizing from the sample survey results in making statements about the total student population, particularly regarding attitudes and opinions which might be strongly correlated with gender, class-standing, or major field of study.

We do believe, however, that the sample is broadly representative of students (1) who were enrolled at SFSU in Spring 1989 (which would exclude nearly all freshmen in the current student population), and (2) who have attended SFSU long enough to form clear views and impressions about the campus environment (89% are seniors or graduate students, and over 98% report having attended at least three semesters at SFSU). We believe that the attitudes and opinions of this older, more experienced stratum of students should be given greater weight in drawing conclusions from the survey evidence about human relations at SFSU, and the actual sample composition works to that advantage.

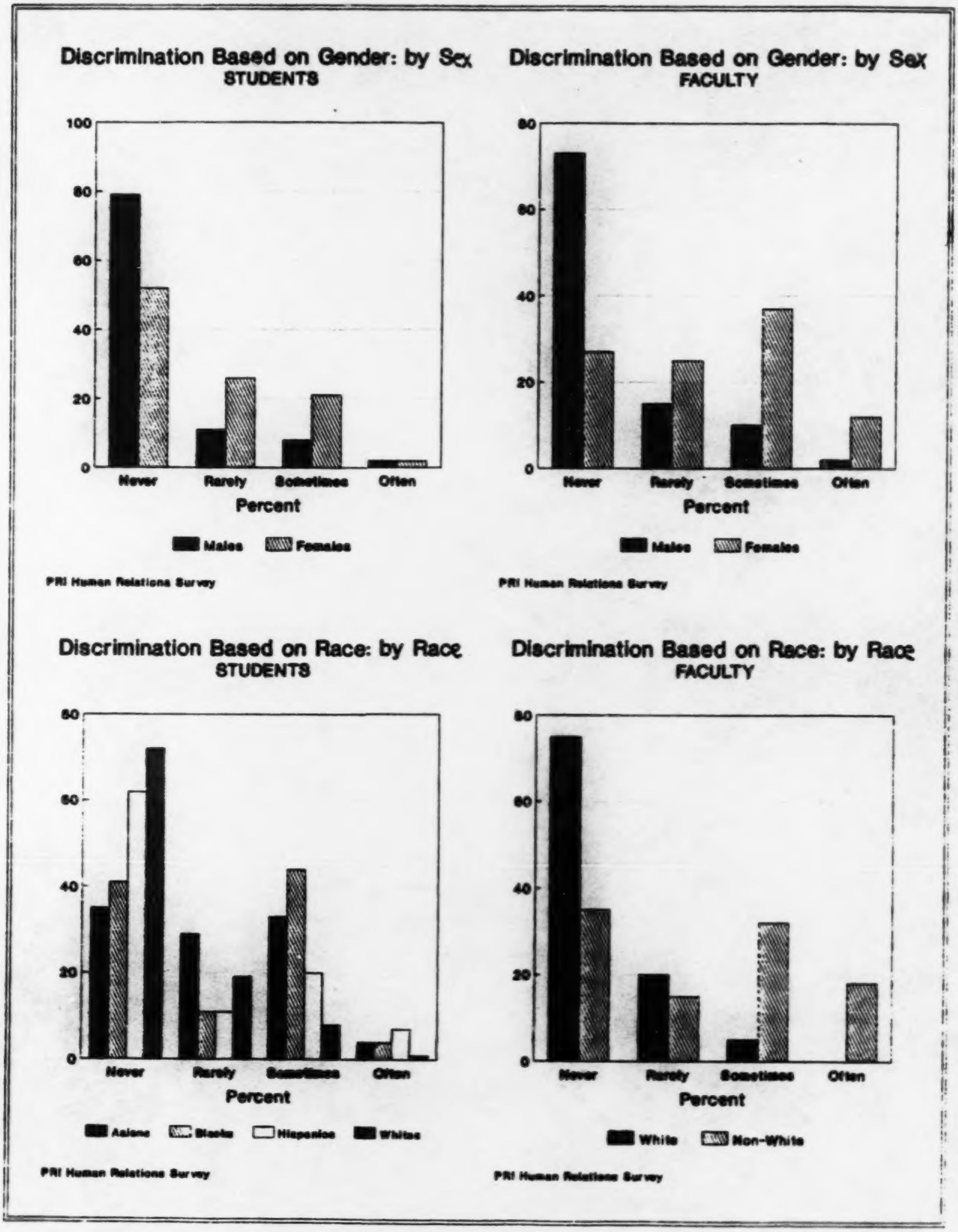
Figure 1

Experience of Abuse, Discrimination
Student-Faculty Comparisons
% "Sometimes" or "Often" based on...:



PRI Human Relations Surveys, 1989-90
(Faculty Q3, Student Q2)

Figure 2



Discrimination Based on Gender: by Sex
STUDENTS

PRI Human Relations Survey

Discrimination Based on Gender: by Sex
FACULTY

PRI Human Relations Survey

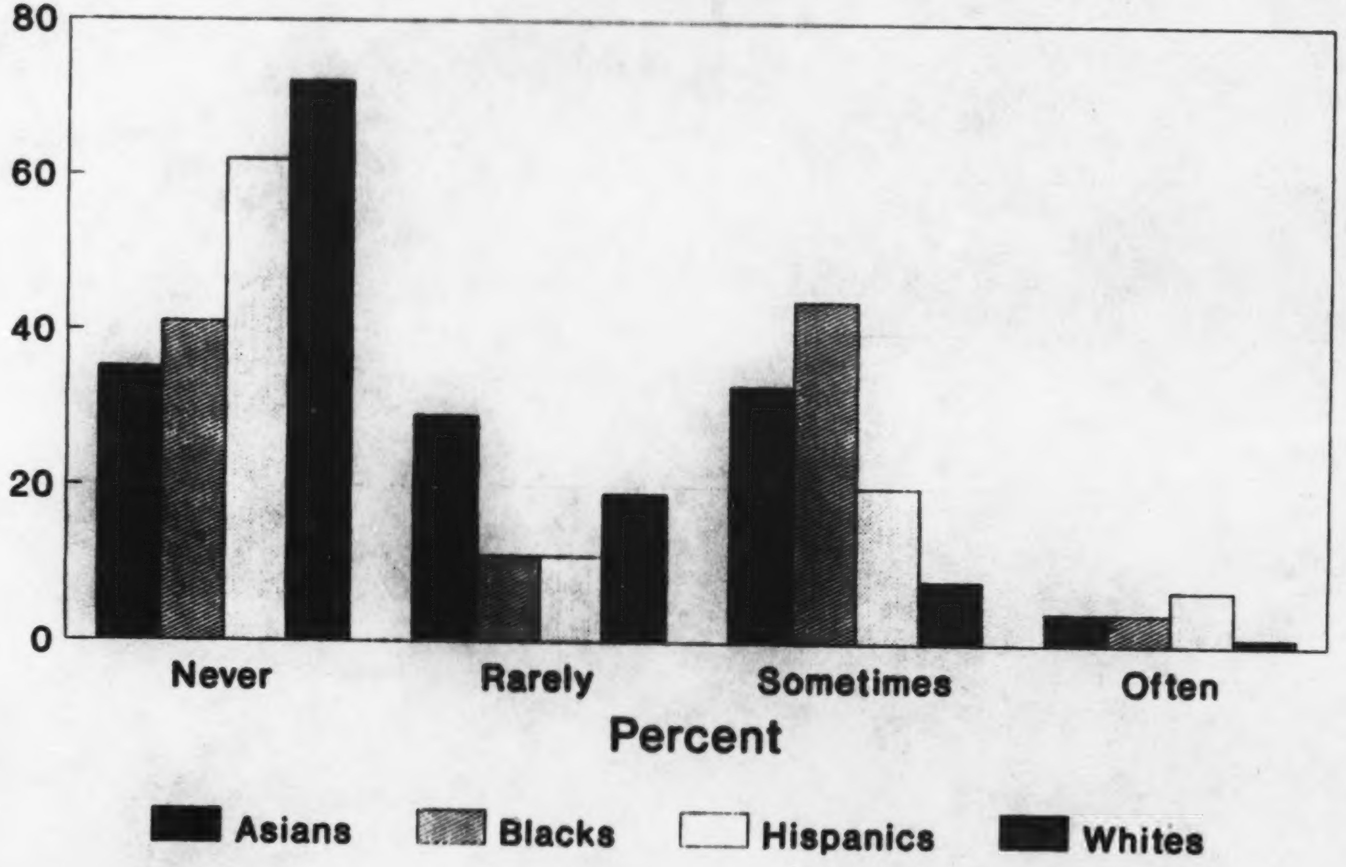
Discrimination Based on Race: by Race
STUDENTS

PRI Human Relations Survey

Discrimination Based on Race: by Race
FACULTY

PRI Human Relations Survey

Discrimination Based on Race: by Race
STUDENTS



PRI Human Relations Survey

Figure 3

Figure 4

PRI - DeLeon - Feb., 1990

RESULTS USING "ABUSE INDEX"*

* Derived from Q2 (Student & Faculty Surveys):

Score 1 if marked "sometimes" or "often" for each of 6 categories (Gender, Race/Ethnicity, etc.), 0 otherwise. Maximum score = 6, minimum = 0.

DISTRIBUTION:

SCORE	FACULTY	STUDENTS
0	60.2%	62.6%
1	24.8%	17.4%
2	9.7%	12.8%
3	1.8%	4.4%
4	1.8%	1.8%
5	0.0%	.5%
6	1.8%	.5%
N =	113	390

% Scoring Zero by:

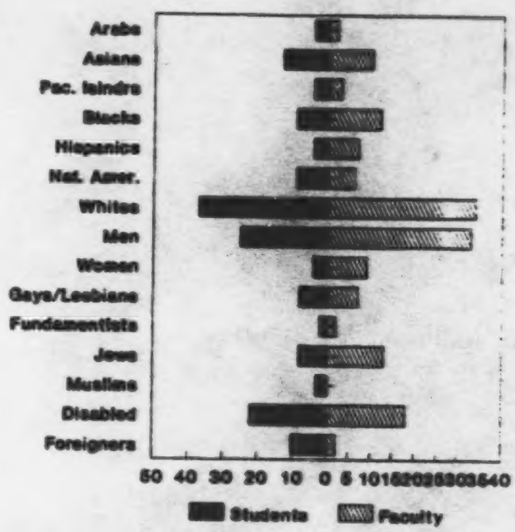
	FACULTY	(n)	STUDENTS	(n)
WHITE MALE	82.2%	(45)	81.5%	(65)
NON-WHITE MALE	42.1%	(19)	63.0%	(54)
WHITE FEMALE	47.1%	(34)	62.9%	(116)
NON-WHITE FEMALE	33.3%	(9)	53.8%	(132)

Figure 5

Groups Treated "Better" at SFSU

Student-Faculty Comparisons

% Saying Group Treated "Better"

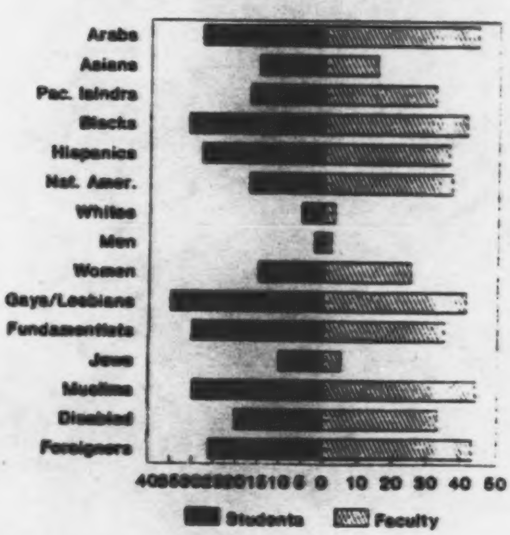


PRI Human Relations Surveys, 1989-90
Student & Faculty Surveys, Q1.

Groups Treated "Worse" at SFSU

Student-Faculty Comparisons

% Saying Group Treated "Worse"



PRI Human Relations Surveys, 1989-90
Student & Faculty Surveys, Q1.

Figure 6

STUDENT RANKINGS OF GROUPS BY NET WORSE (Low to High)

Question 1 -- Student Survey

	Group	% Worse - % Better
1.	Whites	-32
2.	Men	-23
3.	Disabled	-2
4.	Jews	2
5.	Asians	2
6.	NatAmer	8
7.	Women	11
8.	PacIsldr	13
9.	Foreign	16
10.	Blk	22
11.	Hisp	24
12.	Arabs	24
13.	Gay	27
14.	Muslims	27
15.	Fund	28

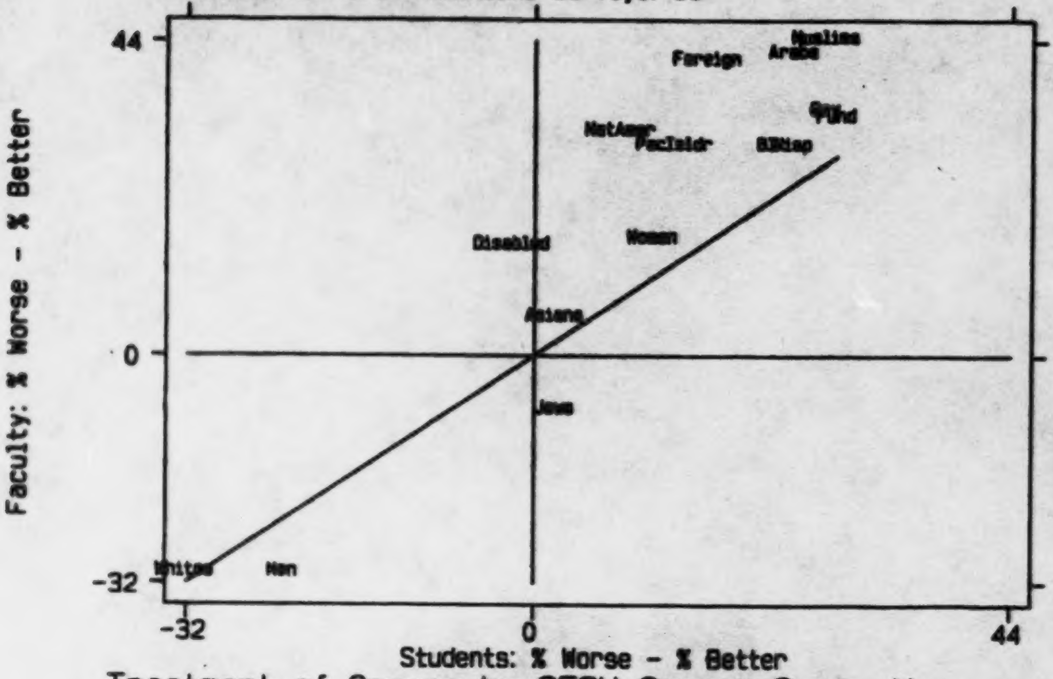
FACULTY RANKINGS OF GROUPS BY NET WORSE (Low to High)

Question 1 -- Faculty Survey

	Group	% Worse - % Better
1.	Men	-31
2.	Whites	-31
3.	Jews	-8
4.	Asians	5
5.	Disabled	15
6.	Women	16
7.	Hisp	29
8.	Blk	29
9.	PacIsldr	29
10.	NatAmer	31
11.	Fund	33
12.	Gay	34
13.	Foreign	41
14.	Arabs	42
15.	Muslims	44

Figure 7

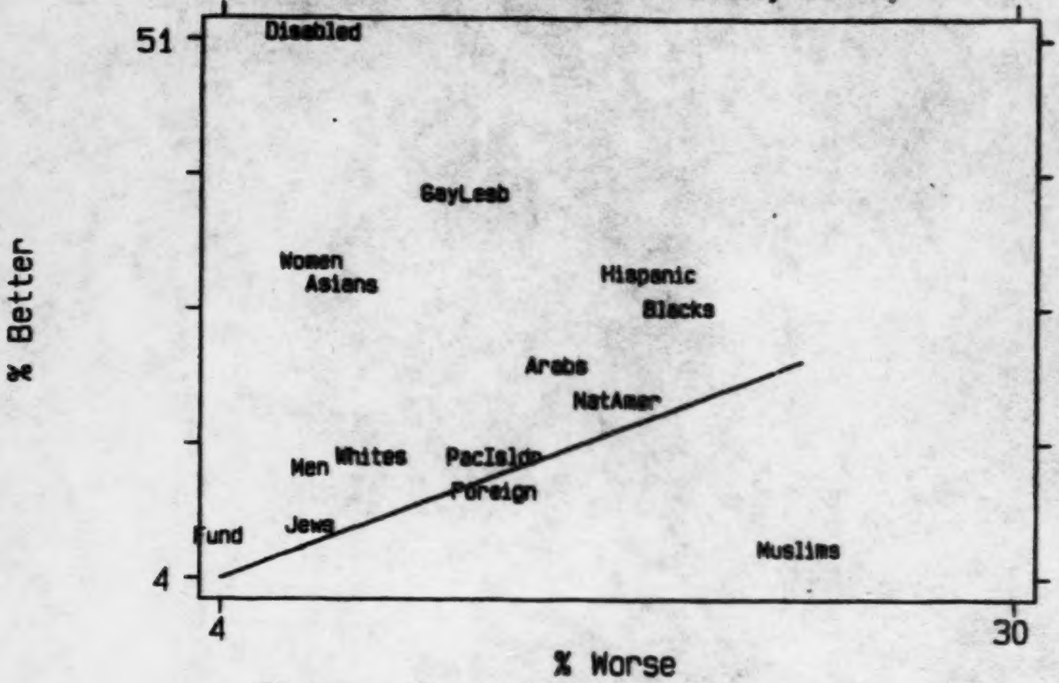
% Net Worse
Source: PRI Human Relations Surveys: Q1



Treatment of Groups by SFSU Campus Community

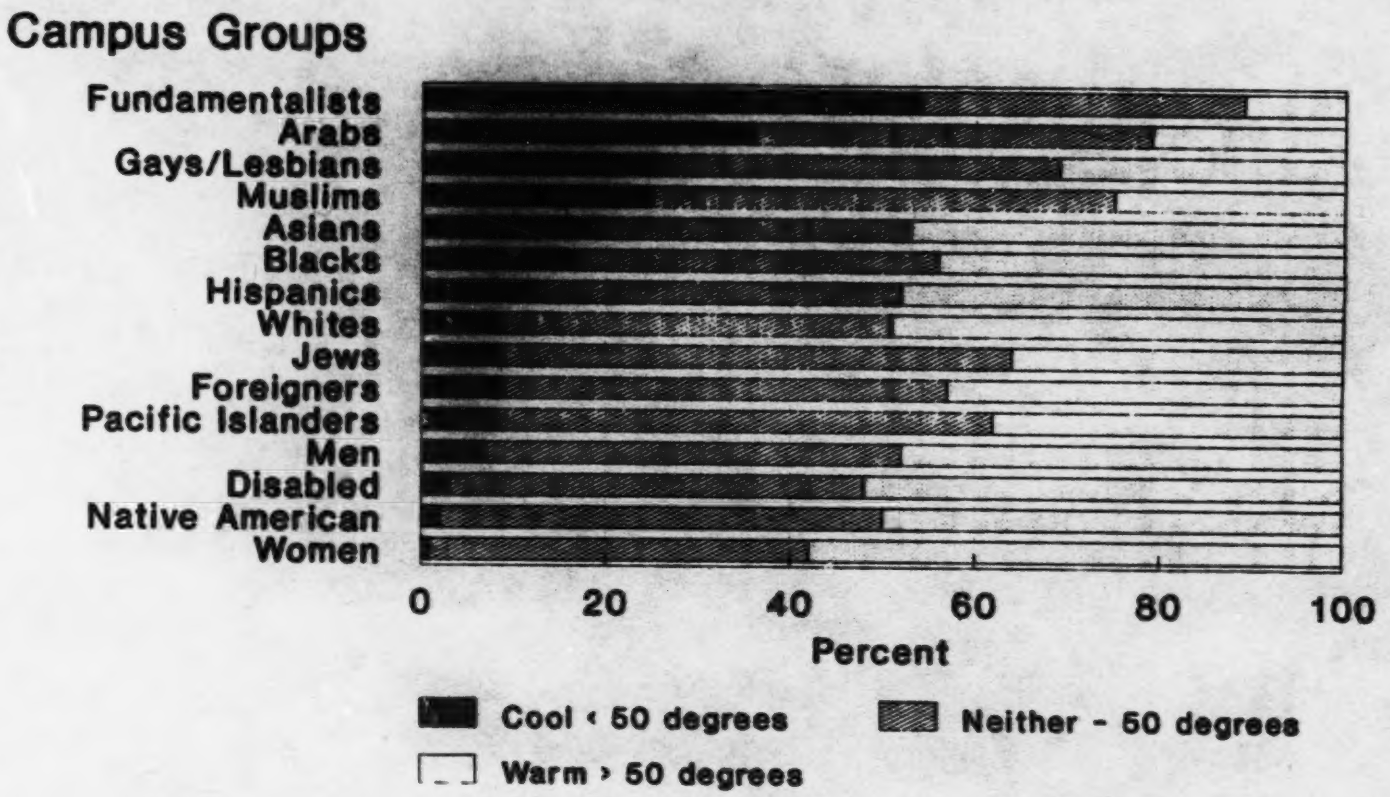
Figure 8

Source: PRI Human Relations Faculty Survey



Change Over Last 5 Years

Students' Feelings Toward Campus Groups
Feeling Thermometer Results

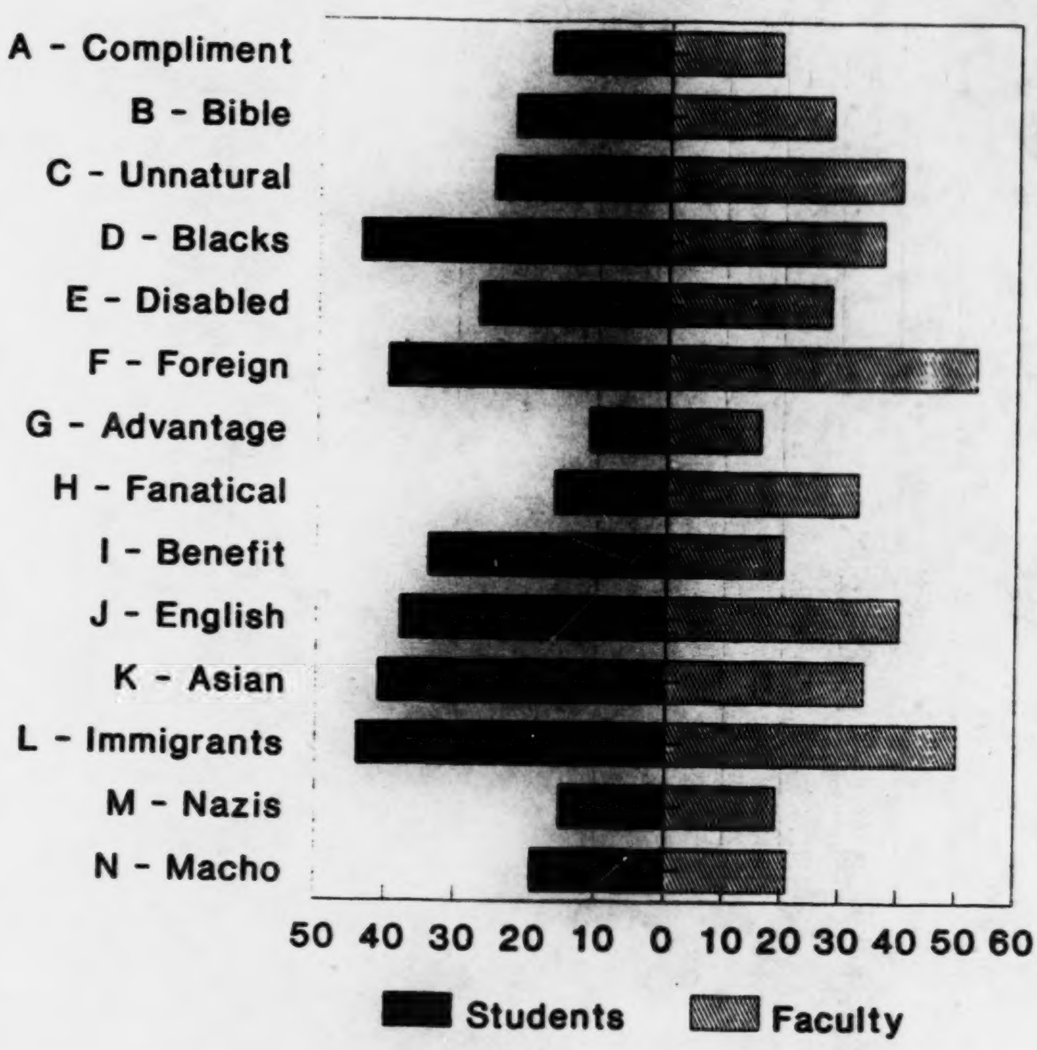


PRI Human Relations Survey
(Q5)

Figure 9

Figure 10

OFFENSIVENESS SCALES
Student-Faculty Comparisons:
% Saying "Extremely Offensive"



PRI Human Relations Surveys, 1989-90
14 Scenarios: Student Survey Q7A-N,
Faculty Survey: Q15A-N

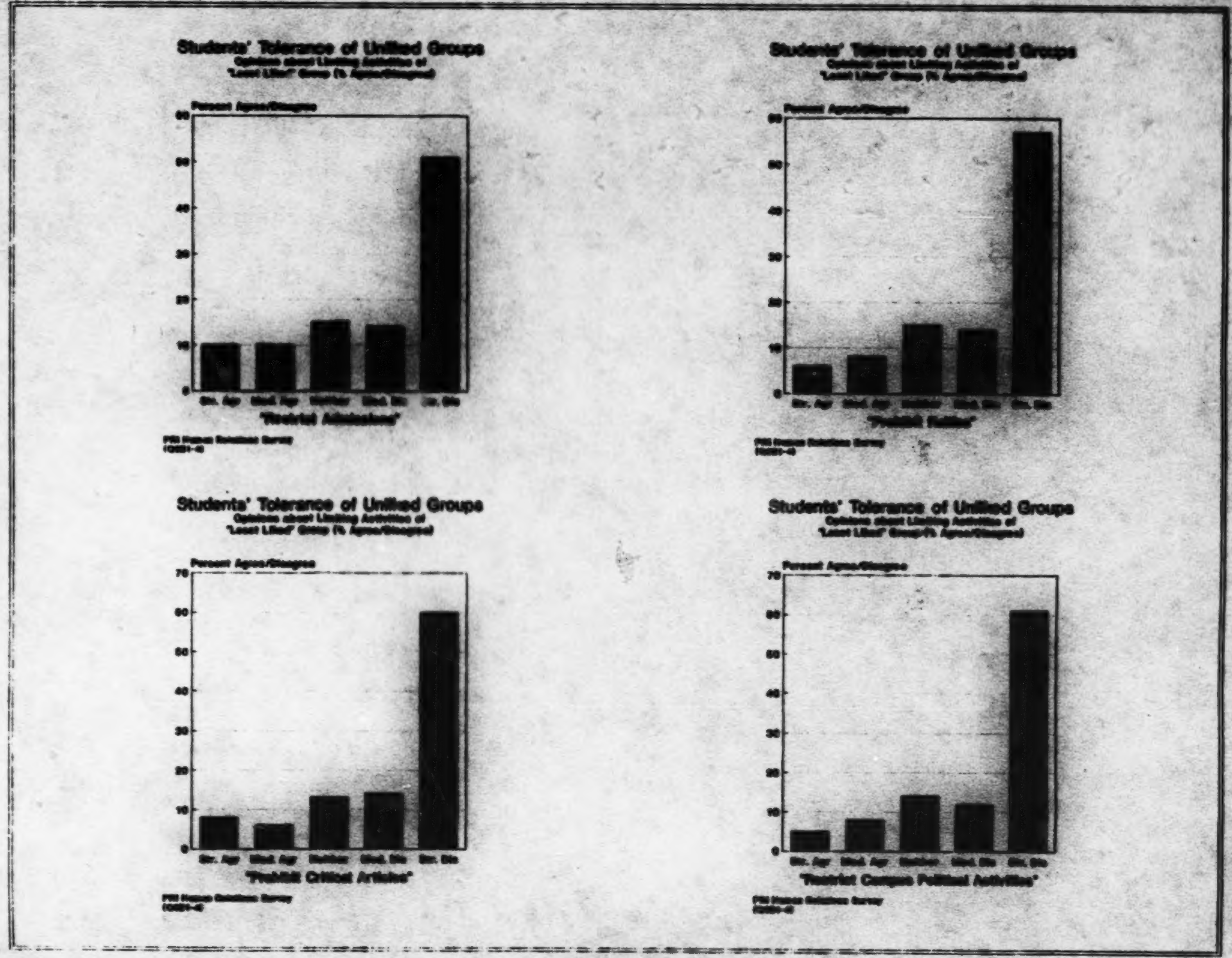
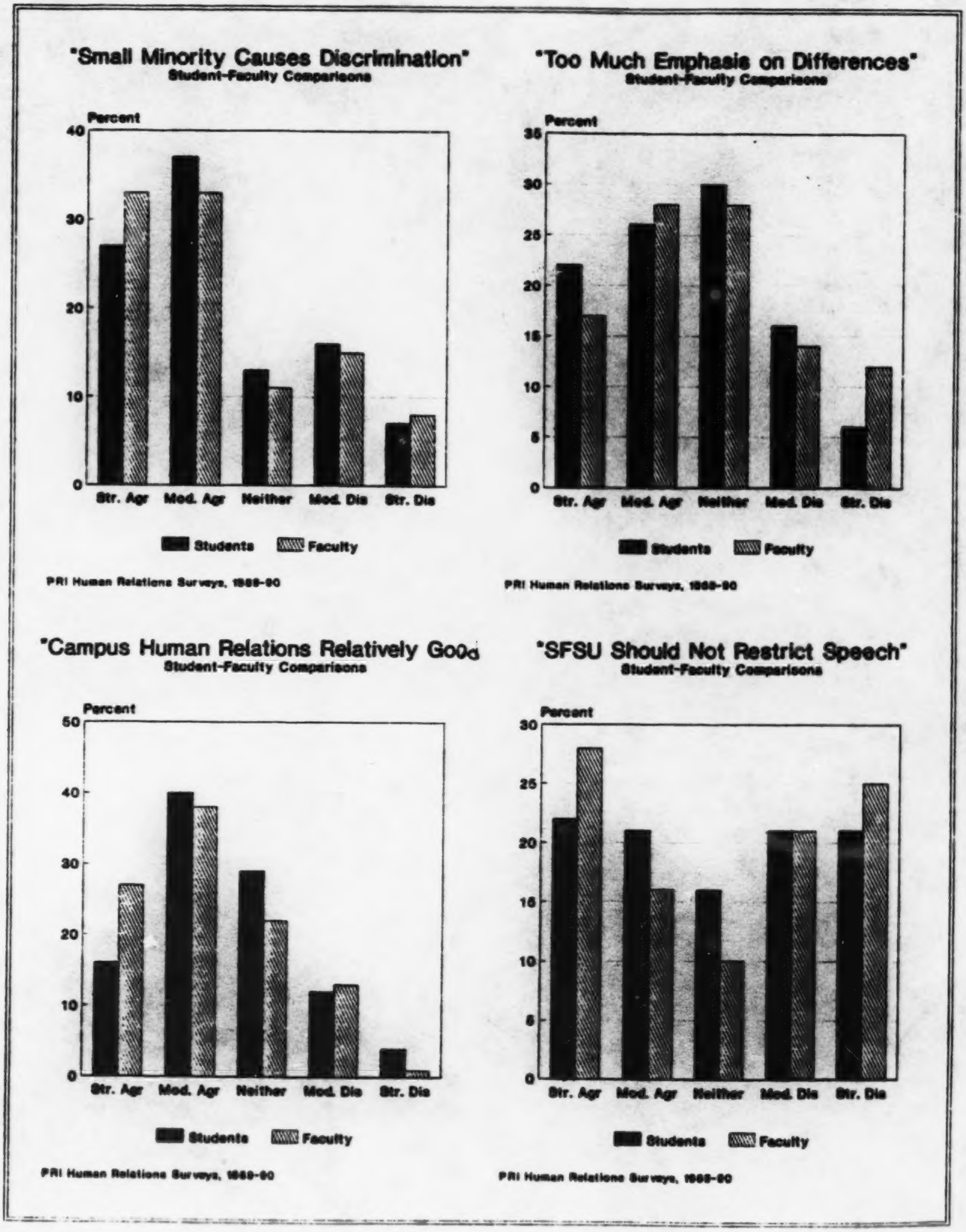

Students' Tolerance of Unliked Groups
Opinions about Limiting Activities of
"Least Liked" Group (% Agree/Disagree)
Percent Agree/Disagree
0
10
20
30
40
50
60
Str. Agr
Mod. Agr
Neither
Mod. Dis
Str. Dis
"Restrict Admissions"
Students' Tolerance of Unliked Groups
Opinions about Limiting Activities of
"Least Liked" Group (% Agree/Disagree)
Percent Agree/Disagree
0
10
20
30
40
50
60
Str. Agr
Mod. Agr
Neither
Mod. Dis
Str. Dis
"Prohibit Rallies"
Students' Tolerance of Unliked Groups
Opinions about Limiting Activities of
"Least Liked" Group (% Agree/Disagree)
Percent Agree/Disagree
0
10
20
30
40
50
60
70
Str. Agr
Mod. Agr
Neither
Mod. Dis
Str. Dis
"Prohibit Critical Articles"
Students' Tolerance of Unliked Groups
Opinions about Limiting Activities of
"Least Liked" Group (% Agree/Disagree)
Percent Agree/Disagree
0
10
20
30
40
50
60
70
Str. Agr
Mod. Agr
Neither
Mod. Dis
Str. Dis
"Restrict Campus Political Activities"

Figure 11

Figure 12



"Small Minority Causes Discrimination"
Student-Faculty Comparisons

PRI Human Relations Surveys, 1989-90

"Too Much Emphasis on Differences"
Student-Faculty Comparisons

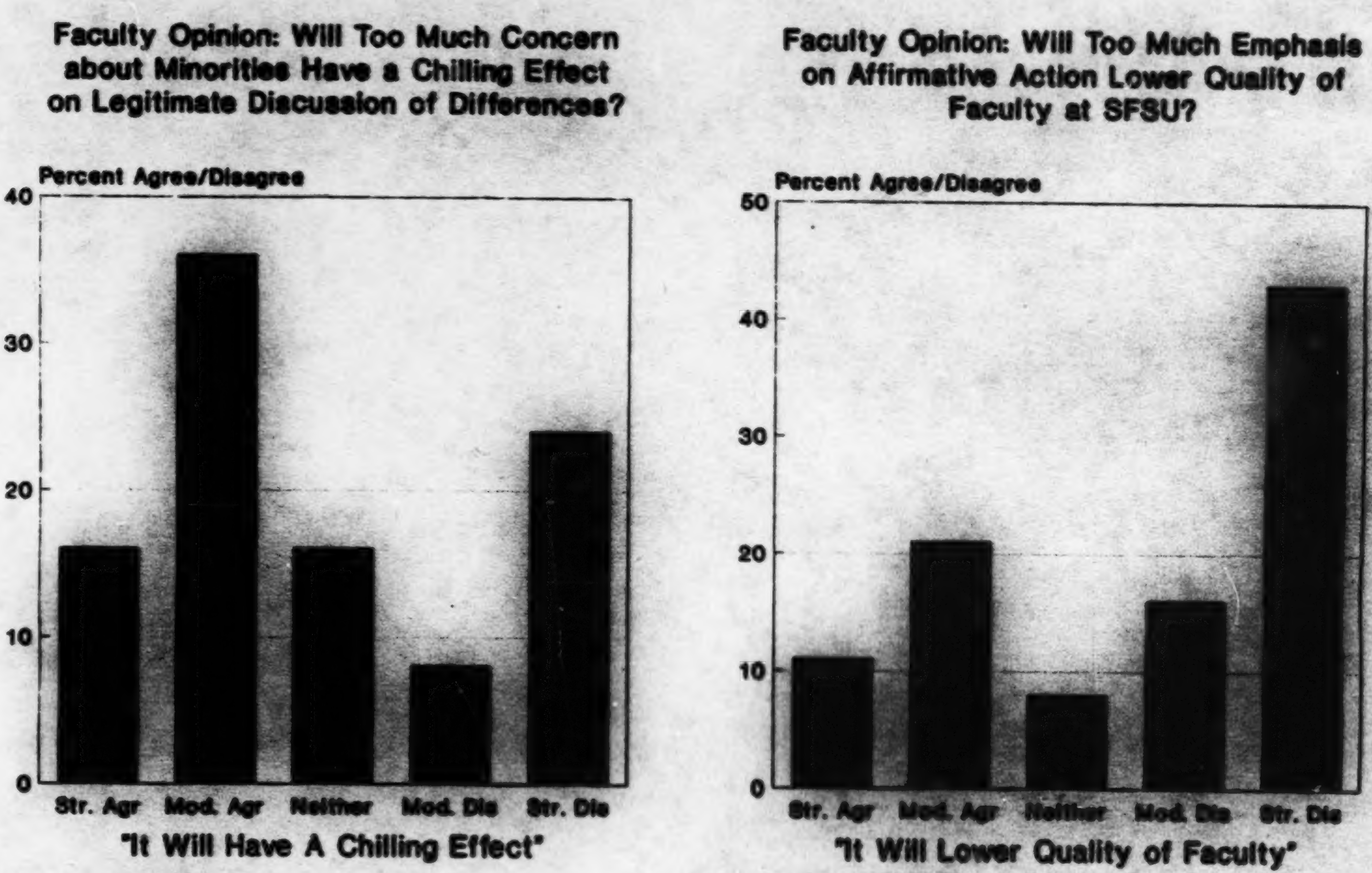
PRI Human Relations Surveys, 1989-90

"Campus Human Relations Relatively Good
Student-Faculty Comparisons

PRI Human Relations Surveys, 1989-90

"SFSU Should Not Restrict Speech"
Student-Faculty Comparisons

PRI Human Relations Surveys, 1989-90



Faculty Opinion: Will Too Much Concern about Minorities Have a Chilling Effect on Legitimate Discussion of Differences?

Faculty Opinion: Will Too Much Emphasis on Affirmative Action Lower Quality of Faculty at SFSU?

PRI Human Relations Survey
Faculty Questionnaire - Q16G

PRI Human Relations Survey
Faculty Questionnaire - Q16H

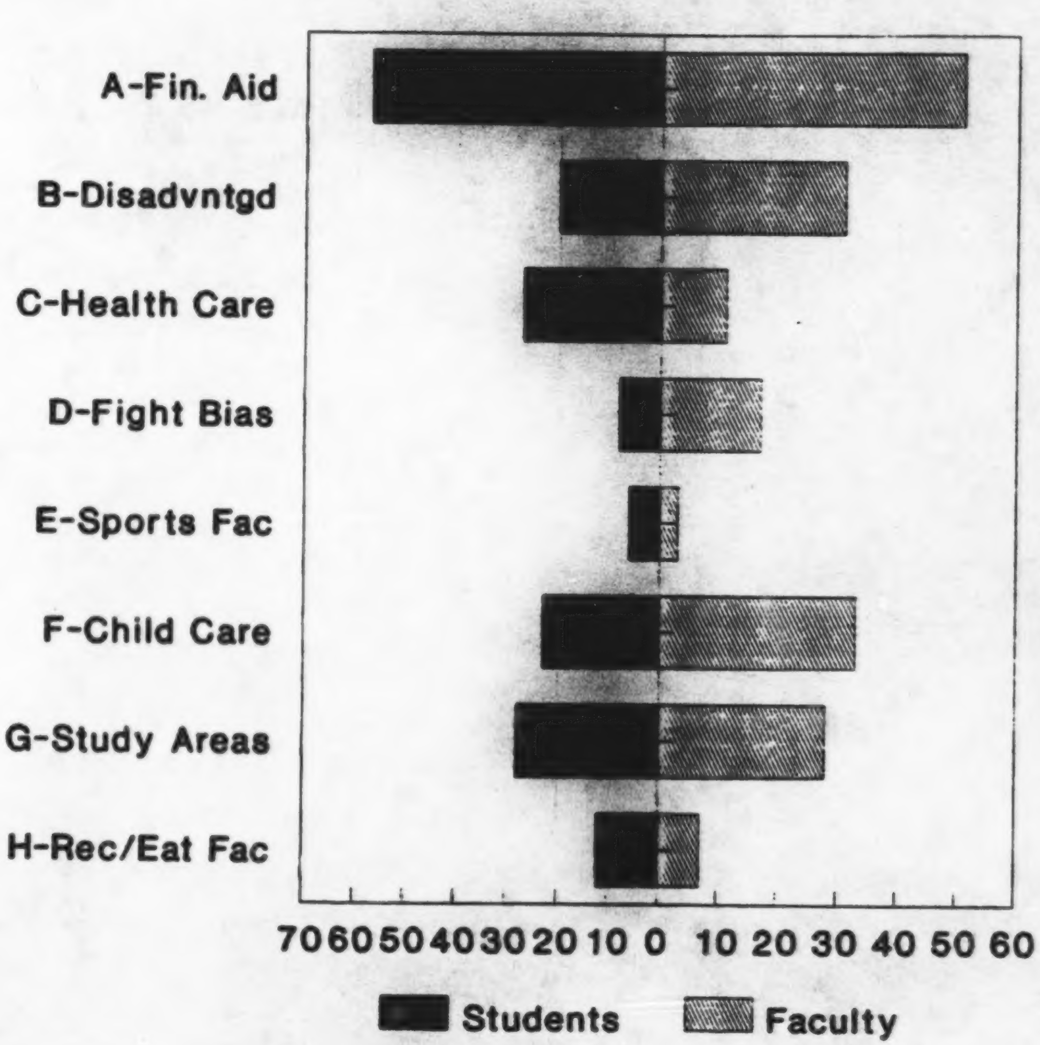
Figure 13

Figure 14

Program Priorities at SFSU

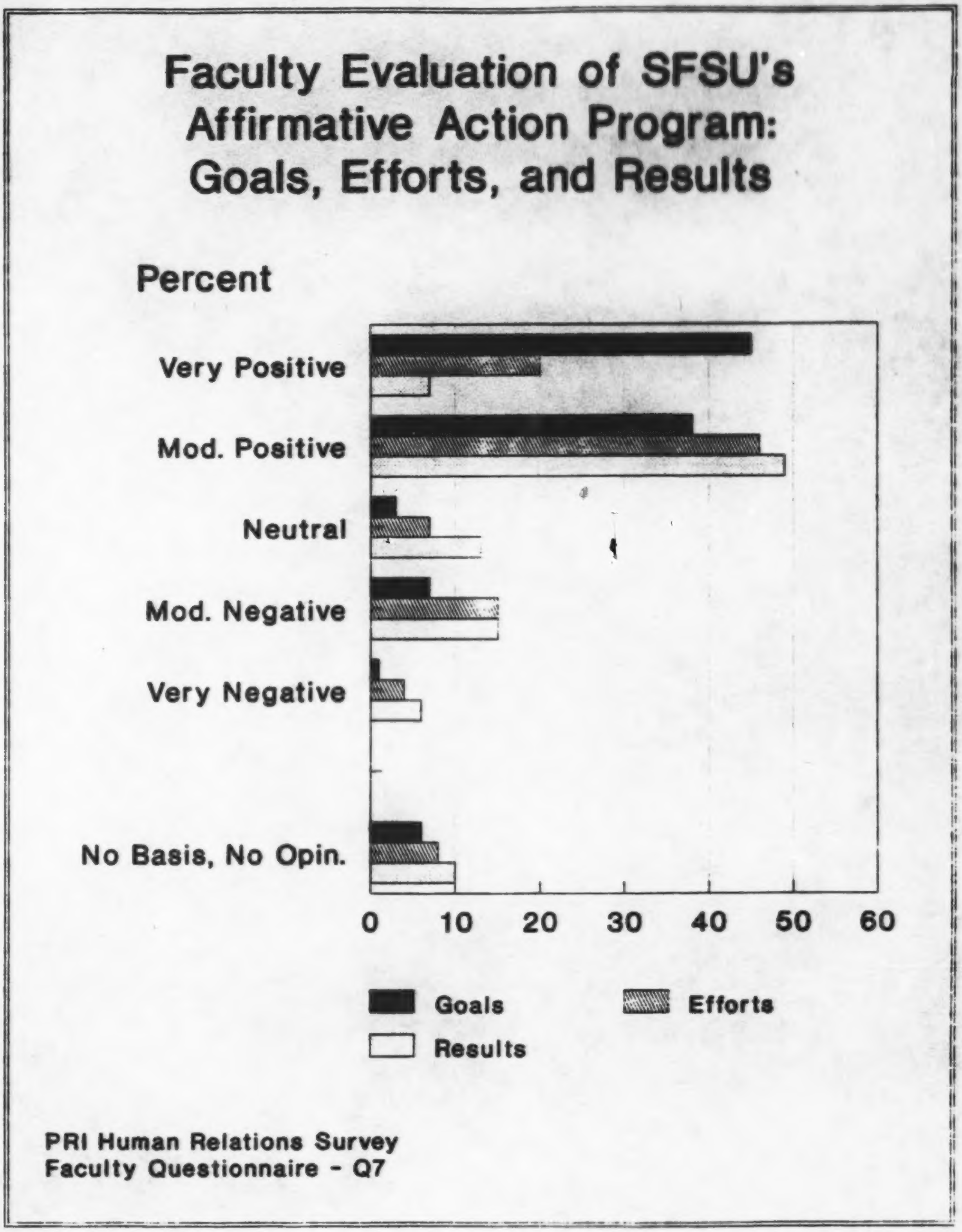
Student-Faculty Comparisons

% Ranking Highest or Next Highest



PRI Human Relations Surveys, 1989-90
Student Survey, Q15B-C,
Faculty Survey, Q21A-B

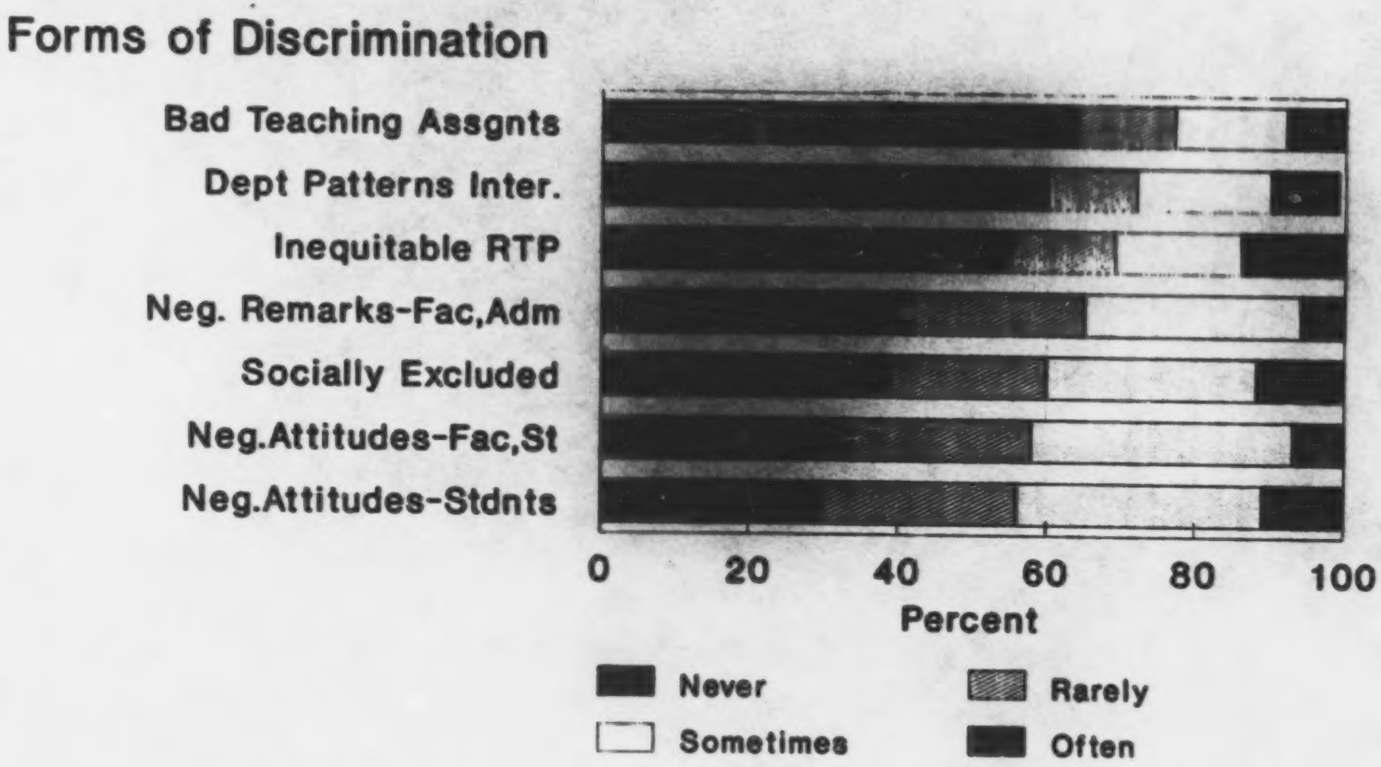
Figure 15



Faculty Evaluation of SFSU's Affirmative Action Program: Goals, Efforts, and Results

PRI Human Relations Survey
Faculty Questionnaire - Q7

Forms of Discrimination Based on Minority Status Observed or Experienced by Faculty



PRI Human Relations Survey
Faculty Questionnaire - Q4

Figure 16

A Summary of Principal Findings of the Staff/Administrator Survey

Prepared for the SFSU Human Relations Commission

by

Richard DeLeon, Ph.D
James Newton, Ph.D
Robert Smith, Ph.D

May 30, 1990

Public Research Institute
San Francisco State University

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PREFACE

This report summarizes principal findings of an anonymous mail sample survey of 399 SFSU staff/administrators conducted during the period March 27 - April 20, 1990. The survey was conducted by SFSU's Public Research Institute under contract with SFSU's Human Relations Commission. This report provides an overview of statistical findings submitted earlier in two detailed reports (Parts 1-8 and Parts 9-15). Reference to particular tables and results presented in those reports will be made using "Pt" to designate the appropriate Part, and "T..." to designate the appropriate Table of results.

Appendices A and B (by Dr. Robert Smith and Dr. James Newton, respectively) contain detailed analyses of crosstabulation results. Appendix C provides a summary description of the survey sample design and research methodology employed.

Special thanks are due to Denise Fox, Frieda Lee, Olive James, John Rogers, Victoria Randlett, and Pauline Walker for their generous advice, skillful help, patience, and encouragement.

Questions about technical aspects of this survey research may be directed to Dr. Richard DeLeon, the Survey Project Director (338-7526).

Richard DeLeon
James Newton
Robert Smith

A Summary of Principal Findings
# of the Staff/Administrator Survey

by

Richard DeLeon, Ph.D
James Newton, Ph.D
Robert Smith, Ph.D

I. Reported Experience of Abuse and Discrimination

Question 2 asked staff/administrators "how often, if at all, have you been offended, put down, or physically or emotionally abused in any way by other members of the campus community on the basis of your ...gender? race/ethnicity? sexual orientation? religious beliefs? disability? national origins?"

(1) *Nearly 3 out of 4 staff/administrators (72%) reported experiencing abuse of some kind at least occasionally; only 28% said they have "never" experienced abuse of any kind.*

(2) More than half of staff/administrators (51%) reported abuse of some kind "sometimes" or "often," while 49% said they experienced such abuse "never" or only "rarely."

(3) There are numerous cases of reported multiple abuse: 16% of staff/administrators said they have experienced two kinds of abuse sometimes or often, and another 13% reported experiencing three or more kinds of abuse sometimes or often.

(4) *Race is the strongest predictor of the experience of abuse at SFSU.* For example, 34% of white staff/administrators reported "never" experiencing abuse of any kind compared with only 9% of Blacks, 23% of Asians, 25% of Hispanics, and 28% of Other Races.

(5) Females were more likely than males to report at least occasional abuse of some kind (74% vs, 68%); gays/lesbians more than straights (80% vs. 71%); Jews more than members of other religious faiths (78% vs. 71%); disabled more than non-disabled (80% vs 72%), and managers more than non-managers (76% vs 72%) -- but these differences are not statistically significant (p > .10).

(6) Non-white male staff/administrators were the most likely to report cases of multiple abuse, with 46% saying they have experienced two or more kinds of abuse sometimes or often, and 19% saying three or more kinds sometimes or often. Comparative figures for white male staff/administrators are 16% and 8%, respectively. Over 70% of white males reported experiencing abuse "never" or only "rarely," while only 39% of non-white females and 41% of non-white males said this. (See Table 1, attached.)

(7) *The most frequently reported types of abuse were based on gender and race.*

(a) 33% of staff/administrators (43% of females) reported abuse sometimes or often based on gender (Pt 2, T 1A-1B).

(b) 29% of staff/administrators (46% of non-whites and 65% of Blacks) reported abuse sometimes or often based on race/ethnicity (Pt2, T 2A-2B).

(8) While only 14% of staff/administrators said they received abuse sometimes or often based on their sexual orientation, 47% of gays/lesbians reported this (Pt 2, T 3A-3B).

(9) Only 6% of staff/administrators reported abuse sometimes or often based on their religious beliefs; similar rates were reported by members of all religious faiths (Pt 2, T 4A-4B).

(10) Only 4% of staff/administrators (but 35% of disabled) reported abuse sometimes or often based on their disability (Pt 2, T 5A-5B).

(11) 15% of staff/administrators said they received abuse sometimes or often based on their national origins, but only 5% of whites reported this compared to 25% of non-whites (Pt 2, T 6A-6B).

(12) No significant differences were found between managers and non-managers in the reported frequency of abuse of any kind (Pt 2, T 1C-6C).

(13) *Staff/administrators were more likely than faculty and students to report abuse sometimes or often based on gender, race/ethnicity, sexual orientation, and national origins.* (See comparative survey results in Table 2, attached). However:

(a) Female faculty members were more likely than female staff/administrators and female students to report gender-related abuse sometimes or often (49% vs. 42% and 24%, respectively).

(b) Non-white faculty were more likely than non-white staff/administrators and non-white students to report race-related abuse sometimes or often (50% vs. 46% and 24%, respectively).

Questions 3 and 4 asked staff/administrators about their personal experience of various forms of discrimination (Q3) and their direct observation of such discrimination toward co-workers (Q4).

(14) The most frequently reported form of discrimination in the personal experience of staff/administrators was "inequitable approaches to hiring, retention, or advancement" -- 36% said they have personally experienced such discrimination sometimes or often, and 42% said they have observed such discrimination toward co-workers. The least frequently reported form of discrimination was "negative remarks by faculty" -- 21% reported this sometimes or often, and 28% observed such behavior toward co-workers (Pt 3, T2, T9).

(15) About 1 in 3 staff/administrators reported that they sometimes or often experienced or observed discriminatory behavior in the form of negative remarks, negative attitudes, and exclusionary social behavior (Pt 3, T 1-6).

(16) *Perhaps most important, many staff/administrators report forms of discrimination which are directly linked to their office authority structures, work environment, and career advancement opportunities*: discriminatory departmental patterns of interaction and influence (31% sometimes or often), less desirable work assignments (27%), and inequitable approaches to hiring, retention, or advancement (36%). (Pt 3, T 7-9)

(17) Non-white staff/administrators, particularly Blacks and Asians, were much more likely than whites to report experiencing these three forms of discrimination at least occasionally. For example, 59% of white staff/administrators said they "never" received less desirable work assignments, while only 38% of Blacks and 37% of Asians reported the same (Pt 3, T 10A-10C).

(18) Female staff/administrators were somewhat more likely than males to report experiencing these three forms of discrimination, particularly "less desirable work assignments" (31% sometimes or often vs. 18%) (Pt 3, T 11A-C).

(19) Cross-tabulations of responses to these three questions by sexual orientation and by management/non-management status revealed no clear pattern of difference (Pt 3, T 12A-13C).

(20) In response to similar questions, staff/administrators reported somewhat less discrimination than did faculty survey respondents in the form of exclusionary social behavior toward colleagues/co-workers or negative attitudes by students. But staff/administrators reported substantially more discrimination in the form of departmental patterns of interaction and influence, work assignments, and HRP decisions -- especially the latter. (See Table 3, attached.)

II. Experience and Observation of Sexual Harassment

Questions 5 and 6 asked staff/administrators about their personal experience and observation of sexual harassment by persons having University authority, rank, or position.

(1) *13% of staff/administrators said they have personally been sexually harassed, with 16% of females and 8% of males reporting this experience* (Pt 4, T1, T3).

(2) Both management and non-management females reported the same rate of sexual harassment -- 16% (Pt 4, T 3-4).

(3) Among female staff/administrators, those who have worked at SFSU six or more years reported more sexual harassment than those who have worked fewer years (19% vs 13%) (Pt 15, T 21).

(4) *Gay/lesbian staff/administrators were much more likely than heterosexuals to report being sexually harassed* -- 21% vs 12% (Pt 4, T 5).

(5) More than 1 in 4 staff/administrators (29%) said they personally know a staff/administrator who has been sexually harassed at SFSU (Pt 4, T2).

(6) *Female staff/administrators reported a greater incidence of sexual harassment than either female faculty members or female students* (16% vs. 7% and 6%, respectively).

III. Perceived Treatment of Campus Groups

Question 1 asked staff/administrators whether they would say, in general, that "members of the following [16 listed] groups are treated better, about the same, or worse than the average person at SFSU by other members of the campus community."

(1) *Staff/administrators identified Blacks, gays/lesbians, Hispanics, and foreigners as the groups treated worst by the campus community; whites and men were viewed as the best treated* (Pt 9, T 1).

(2) *There were conflicts of opinion regarding the treatment of certain groups.* For example, 18% of staff/administrators viewed Asians as being treated "worse" by the campus community, but another 17% viewed Asians as being treated "better." Subtracting the percentage saying a group is treated better from the percenta[illegible] say it is treated worse, we create a "net worse" index which can be used to rank groups in the order of their perceived mistreatment by the campus community. See Table 4, attached. By this index, staff/adminstrators perceive Hispanics as the worst treated group, followed by Arabs, Christian Fundamentalists, Native Americans, and women in the top five. The only groups receiving a minus score on this index are whites and men.

(3) Staff/administrators were in general agreement with faculty and student survey respondents regarding treatment of campus groups, with some variations. See Table 5, attached. Based on comparative survey results, students were the most likely to see members of the 15 listed groups as being treated "the same" as the average person at SFSU (11/15); faculty were the most likely to view these groups as being treated "worse" (10/15), and staff/administrators were the most inclined to see these groups as being treated "better" (9/15).

(4) Cross-tabulations show that, *in general, members of a listed group were much more likely than non-members to perceive that group as the recipient of "worse" treatment by the campus community.* For example, Asian staff/adminstrators were more likely than non-Asians to perceive "Asians" as being treated worse; Blacks more than non-Blacks saw "Blacks" as treated worse; whites more than non-whites viewed "Whites" as treated worse; women more than men saw "women" as treated worse (38% vs 18%); gays/lesbians more than straights viewed "gays/lesbians" as being treated worse (71% vs. 28%), and so on (Pt 11, T 2-6; also see Smith memo and Newton memo, attached). Analysis revealed some interesting anomalies and conflicting intergroup perceptions, however, some of which are noted here:

(a) Although Asian staff/administrators viewed "Asians" as treated worse on the net (28% "worse," 7% "better"), Blacks, whites, and other races expressed the view that "Asians" are treated better on the net (Pt 11, T 2).

(b) Staff/administrators in all racial/ethnic groups perceived "Blacks" as being treated worse on the net, but almost as many whites said "Blacks" are treated better as said they are treated worse (19% vs 23%). In stark contrast, 0% of Blacks perceived "Blacks" as being treated better, while 77% saw them as being treated worse (Pt 11, T2).

(c) Black staff/administrators were more likely to respond that "Hispanics" received worse treatment than were Hispanics themselves (68% vs 44%) (Pt 11, T2; also see Smith memo).

(5) Managers and non-managers reported similar perceptions of the treatment received by members of the listed groups, except that (a) managers were more likely to see members of the "disabled" group as either better treated or worse treated, with a majority of non-managers viewing the "disabled" as being treated the same as the average person at SFSU, and (b) managers were more likely than non-managers to view "foreigners" as being treated worse (49% vs 30%) (Pt 11, T 7).

IV. Perception of Group Advantage and Disadvantage in Hiring and Promotion Decisions

Questions 7 and 8 asked staff/administrators their opinions regarding the possible advantages or disadvantages received by listed groups in department hiring decisions (Q7) and appointments to management positions (Q8). (*Note*: Unlike Q1, these questions permitted an explicit "don't know" option. The survey findings discussed below will focus on opinions regarding the seven groups about whom at least 70% of staff/administrators claimed sufficient knowledge to form a response -- "Asians," "Hispanics," "Blacks," "Filipinos," "Whites," "men," and "women.")

Table 6 (see attached) summarizes staff/administrator responses to these two questions (Pt 12, T1, Pt 13, T1). The perceived "net advantage" enjoyed by each group was obtained by subtracting the percentage of staff/administrators saying a group was disadvantaged from the percentage saying it was advantaged. *The two most important patterns to notice in Table 6 are these*:

(1) As shown in Table 6, all 7 groups were perceived by staff/administrators as having a net advantage in hiring decisions or at least (in the case of "Hispanics") no net disadvantage. In fact, "Asians" in particular were seen by staff/administrators as

having a greater net advantage (+18%) in hiring decisions than either "Whites" (+10%) or "men" (+14%).

(2) As is also shown in Table 6, the perceived net advantage of 5 groups in hiring decisions -- "Asians," "Blacks," "Hispanics," "Filipinos," and "women" -- melts away and becomes a net disadvantage in the case of appointments to management positions. The perceived net disadvantage is greatest for "Hispanics" and "women." "Men" and "Whites" are perceived by staff/administrators to enjoy a very large net advantage over other groups in these kinds of decisions.

To generalize, staff/administrators appear to acknowledge that members of certain minority groups have achieved parity or even a net advantage vis-a-vis whites and males in the hiring process, but they perceive little or no competitive gains for these groups in appointments of group members to management positions.

(3) Cross-tabulation analysis of responses to Questions 7 and 8 reveals *the same general tendency noted earlier for members of a group to be more likely than non-members to view their own group as disadvantaged in hiring and management appointment decisions* (Pt 12, T 2-6, Pt 13, T 2-6). Figures 1A and 1B (attached) show these patterns clearly regarding the perceived advantage/disadvantage of racial/ethnic groups in the hiring process, and Figures 2A and 2B (attached) show the same patterns even more dramatically in the context of management appointment decisions.

(a) Figures 1A and 1B show that, with only one exception, staff/administrators who are members of a particular racial/ethnic group are most likely to view that group as disadvantaged and least likely to view it as advantaged in the hiring process. The exception is that Blacks tend to see "Hispanics" as more disadvantaged than do Hispanics themselves. All non-white groups of staff/administrators -- particularly Blacks and Asians -- tend to view "Whites" as extremely advantaged in the hiring process and as suffering little or no disadvantage vis-a-vis other groups.

(b) Figures 2A and 2B show exactly the same pattern of group responses to Q8 regarding appointments to management positions, and with the same exception noted -- Blacks perceive "Hispanics" as more disadvantaged (and also less advantaged) than do Hispanics themselves. And again, all non-white groups of staff/administrators -- particularly Blacks and Asians -- tend to view "Whites" as extremely advantaged in the management appointment process and as suffering little or no disadvantage vis-a-vis other groups.

(4) Cross-tabulation of responses to Questions 7 and 8 by management/non-management status reveals two interesting results:

(a) In general, managers claim to be much more knowledgeable than do non-managers about group advantages/disadvantages in hiring and management appointment decisions (Pt 12, T7, Pt 13, T7).

(b) Managers are more likely than non-managers to view "Asians," "Hispanics," "Filipinos," and "women" as relatively advantaged in appointments to management positions, and to view "men" as relatively disadvantaged. This same pattern of perceptual difference does not apply to group advantages/disadvantages in hiring decisions, which managers and non-managers tend to evaluate similarly (Pt 12, T7, P13, T7).

V. Evaluation of SFSU's Affirmative Action Program and Managerial Responsiveness to Human Relations Issues

Question 11 asked staff/administrators to evaluate whether, over the past five years, SFSU's affirmative action programs have improved, stayed the same, or gotten worse. An explicit "no basis for judgement" option was included.

(1) 28% of staff/adminstrators answered that SFSU's affirmative action programs have improved over the past five years, compared to only 12% who said these programs had gotten worse (24% thought these programs had stayed the same). The single largest group of staff/administrators (36%) said they had no basis to judge whether these programs had improved or worsened (Pt 5, T5A).

(2) Compared to faculty survey respondents, staff/administrators were less likely to see improvement (28% vs. 46%) and more likely to claim no basis for judgement (36% vs 21%). Approximately the same proportions of staff/administrators and faculty perceived things worsening (12% vs. 11%) or staying the same (24% vs. 23%). If comparisons between staff/administrators and faculty are restricted to just those who do claim a basis for judgment, *the general conclusion is that faculty are somewhat more satisfied with affirmative action progress within their own domain than are staff/administrators within theirs* (the ratio of improved/worsened is 57/11 for faculty and 44/19 for staff/administrators in this restricted comparison).

(3) Blacks were more likely to see SFSU's affirmative action programs worsening (21%) than improving (15%) over the past five years, with the largest single group (35%) viewing things staying about the same. Whites and Asians were

the most positive in their evaluations of improvement, Hispanics and Other Races less so (Pt 5, T 5B).

(4) Female staff/administrators were more likely than males to report improvement in SFSU's affirmative action programs (32% vs 21%) and less likely to detect worsening (11% vs 16%) (Pt 5, T 5C).

(5) Managers were much more likely than non-managers to see improvement in affirmative action programs (54% vs 24%), and were much less likely to say they had no basis for judgment (10% vs 39%) (Pt 5, T 5D).

Questions 12A and 12B asked staff/administrators to judge which of the various factors listed in Q12, if any, "most seriously" (Q12A) and "next most seriously" (Q12B) limits recruitment of new staff/administrators from people of color, women, and disabled people. (An explicit option of "none" was included -- selected by 27% of staff/administrators in answers to Q12A and by 34% in answers to Q12B. *Note*: This response option was not provided in similar questions asked in the faculty survey, an unfortunate fact which makes comparisons difficult. Further compounding this difficulty was the omission in the staff survey of a factor included in the faculty survey -- namely, "lack of sufficient staff and resources for an adequate search," selected by 8% of faculty respondents as most important and by 14% as next most important.)

(1) 21% of staff/administrators indicated "scarcity" of qualified candidates as the most serious limitation, with 11% selecting this factor as the next most serious factor limiting recruitment from the listed groups (Pt 14, T 1).

(2) 9% of staff/administrators indicated "overt prejudice and discrimination" as the most serious limiting factor, with another 11% checking it as the next most serious factor (Pt 14, T 1).

(3) 12% selected "implicit and/or institutional discrimination" as the most serious factor, with another 5% identifying this as the next most serious factor (Pt 14, T 1).

(4) If comparisons between faculty and staff/administrator survey results are restricted to just those who selected one of the listed factors (see "note" above), *one may tentatively conclude that faculty are much more likely than staff/adminstrators to cite "scarcity" as a limiting factor (75% vs 46% saying it is "most" or "next most" important). Staff/administrators, on the other hand, are much more likely than faculty to cite "overt prejudice" or "implicit discrimination" as a limiting factor (51% vs 25% saying one or the other of these factors is "most" or "next most" important).*

(5) Cross-tabulations revealed *strong interracial differences among staff/administrators in judging which factors most seriously limited recruitment from the three listed groups.* For example, only 2% of Blacks selected "scarcity" as the most serious limiting factor, compared to 29% of Whites. On the other hand, only 15% of Whites cited "overt prejudice" or "implicit discrimination" as the most serious limiting factor, compared to 47% of Blacks. Asians and Hispanics also were inclined to give considerable weight to "overt prejudice" and "implicit discrimination," but much less so than Blacks (Pt 14, T 2).

(6) No clear patterns of difference were revealed in comparing responses of women and men to Question 12A. The same is true of comparisons between disabled and non-disabled (Pt 14, T 3-4).

(7) Managers were much more likely than non-managers to pick "scarcity" as the most serious factor limiting recruitment (44% vs 19%)), much less likely to say "none" (9% vs 29%), and about equally likely to cite "overt prejudice" or "implicit discrimination" as most important factors (20% vs 22%) (Pt 14, T 5).

Question 13A asked staff/administrators whether they agreed or disagreed with the opinion that "[t]he top administration (President, Vice Presidents, Deans) is genuinely committed to promoting multiracial understanding and cooperation at SFSU."

(1) 51% of staff/administrators agreed with this statement (20% strongly), 30% disagreed (13% strongly), and 19% could neither agree nor disagree with it (Pt 5, T 3A).

(2) Once again, *there were strong interracial differences in staff/administrator responses to this question regarding top administration commitment to multiracial understanding and cooperation at SFSU*. Blacks and Hispanics, in particular, were much less likely than members of other racial/ethnic groups to agree with this opinion (23% and 35%, respectively) and were much more likely to disagree with it (50% and 39%, respectively) (Pt 5, T 3B).

(3) No significant differences were found between males and females in reponses to this question (Pt 5, T 3C).

(4) Managers were somewhat more likely than non-managers to agree with this opinion (67% vs 48%) and less likely to disagree with it (25% vs 31%) (Pt 5, T 3D).

Question 13H asked staff/administrators whether they agreed or disagreed with the opinion that "[m]anagers on campus are generally sensitive to the needs of multicultural groups on campus."

(1) 40% of staff/administrators agreed with this opinion (but only 11% did so strongly), 34% disagreed with it (12% strongly), and 27% could neither agree nor disagree with it (Pt 5, T 4A). Comparing these results with those for Q13A, one might reasonably conclude (taking into account differences in question wording) that *staff/administrators have more confidence in the commitment and sensitivity of "top administrators" than they have in that of "managers" generally.*

(2) This relative lack of confidence in "managers" shows up most clearly in the responses of Blacks to Q13H, 66% of whom disagreed with the stated opinion (30% strongly), with only 11% expressing agreement (0% strongly). All other non-white groups expressed more disagreement than agreement with the opinion. In contrast, Whites were much more inclined to agree with the opinion (50%) and much less inclined to disagree with it (23%) (Pt 5, T 4B).

(3) Males were somewhat more likely than females to agree with the opinion (45% vs 36%) and less likely to disagree with it (31% vs 36%) (Pt 5, T 4C).

(4) Although gays/lesbians were somewhat more inclined than straights to disagree with the opinion, overall the differences between these groups were not significant (Pt 5, T 4D). The same conclusion applies to comparisons between disabled and non-disabled (Pt 5, T 4E). Nor were any significant differences in response found among religious groups (Pt 5, T 4F).

(5) In what is perhaps the most surprising and significant non-relationship discovered in this research, managers differ little from non-managers in their response to this question ($p > .30$). More precisely, *managers are more polarized on this issue than are non-managers* -- that is, managers are more likely than non-managers to agree with the opinion (48% vs 37%) *and* to disagree with it (35% vs 34%), with only 17% of managers taking the middle ground (Pt 5, T 4G).

Question 13E *addresses one of the most controversial issues surrounding affirmative action programs generally.* It asks staff/administrators whether they agree or disagree with the opinion that "[t]oo much emphasis on affirmative action in hiring and retention carries a risk of lowering the quality of staff/administrators at SFSU."

(1) 39% of staff/administrators agreed with this opinion (20% strongly), 48% disagreed with it (32% strongly), and only 13% could neither agree nor disagree (Pt 8, T 1). *There appears to be significant polarization among staff/administrators on this issue.*

(2) Comparing these results with those from the faculty survey, one finds that faculty are also conflicted on this issue with regard to the quality of faculty but are less polarized than staff/administrators (32% of faculty agree with the opinion, 59% disagree with it).

(3) *Among staff/administrators, the most dramatic polarization on this issue is between Blacks and Whites. To illustrate, 2% of Blacks (one individual) agreed with the opinion (0% strongly), and 91% disagreed with it (79% strongly). In stark contrast, 52% of Whites agreed with the opinion (27% strongly), and 38% disagreed with it (21% strongly).* Only 6% of Blacks and 11% of Whites took the middle ground of neither agreeing nor disagreeing with the opinion. Asians were the most polarized non-white group on this issue (36% agreed, 45% disagreed), followed by Hispanics (36%, 52%) and Other Races (31%, 50%) (Pt 8, T 2).

(4) Males and females differed little in their opinions on this issue: 42% of males agree with the opinion (20% strongly), while 39% of females agree with it (20% strongly). 43% of males disagree with the opinion (31% strongly), while 49% of females disagree with it (32% strongly). (This finding was not presented in earlier reports.)

(5) Managers and non-managers differed only slightly in their opinions on this issue: 38% of managers agreed with the opinion (17% strongly), while 41% of non-managers agreed with it, 21% strongly. 57% of managers disagreed with the opinion (38% strongly), while 46% of non-managers disagreed with it (31% strongly). (This finding was not presented in earlier reports.)

Questions 9 and 10 asked staff/administrators whether they agreed or disagreed that managers should take a "more active role than they do now" in furthering the recruitment, hiring, and retention of minority staff and management (Q9) and in reducing intolerance and discrimination among staff (Q10).

(1) *62% of staff/administrators agreed (40% strongly) that managers should take a more active role in recruitment, hiring, and retention efforts*; 21% disagreed, 9% strongly). 79% agreed (58% strongly) that managers should do more to reduce intolerance and discrimination; only 6% disagreed with this (2% strongly) (Pt 5, T 1A, T 2A).

(2) *Non-whites and Whites had significantly different opinions regarding a more active role for managers in recruitment, hiring, and retention (Q9).* 87% of Blacks, 88% of Asians, 70% of Hispanics, and 79% of Other Races agreed with this proposal, all of them more strongly than not. In contrast, only 43% of Whites agreed

with this proposal (23% strongly), while 36% disagreed with it (15% strongly) (Pt 5, T 1B). Overwhelming majorities of all racial groups supported the idea of a more active role for managers in reducing intolerance and discrimination (Pt 5, T 2B).

(3) Males and females showed no significant differences of opinion on either of the proposals (Pt 5, T 1C T 2C).

(4) *Managers were much more likely than non-managers to support a more active role for managers in recruitment, hiring, and retention* (83% vs 59%). Both groups overwhelmingly supported a more active role for managers in reducing intolerance and discrimination (Pt 5, T 1D, T2D).

VI. Opinions about Campus Life

Questions 13A-13G asked staff/administrators their opinions on a variety of issues. Survey results for Q13A, Q13F, and Q13G were summarized and discussed in earlier sections of this report.

Question 13B asked for agreement or disagreement with the statement that "[i]ncidents of discrimination and prejudice at S. F. State are caused by a very small number of people and do not reflect the beliefs and attitudes of the majority."

(1) 52% of staff/administrators agreed with this opinion (24% strongly), while 31% disagreed with it (11% strongly) (Pt 8, T 1). The agree/disagree ratio for faculty on this question was 66/23, while for students it was 64/23.

(2) Among staff/administrators, the now-thematic interracial polarizations of opinion also surfaced on this question. The agree/disagree ratio for Whites on this opinion was 64/22, for Blacks 27/56, for Asians 41/39, for Hispanics 59/28, and for Other Races 56/34 (Pt 8, T 2). (*Note*: breakdowns by other categories such as gender and management/non-management status have not yet been run for this and the other Q13 questions.)

Question 13C asked for agreement or disagreement with the statement that "[p]eople on this campus spend too much time emphasizing their differences with people of other races, religions, etc.) rather than exploring values and goals they have in common."

(1) 63% of staff/administrators agreed with this opinion (37% strongly), while 18% disagreed (5% strongly) (Pt 8, T1). The agree/disagree ratio for faculty on this opinion was 45/26, while for students it was 48/22.

(2) Among staff/administrators, *majorities of all racial/ethnic groups agreed with this opinion, all of them more strongly than not. This was one of a very few opinion statements in the survey which did not elicit strong differences of opinion among racial/ethnic groups* (Pt 8, T2).

Question 13D asked for agreement or disagreement with the statement that "[c]ompared to what I see and hear off-campus, human relations among different groups on-campus at S. F. State are relatively good."

(1) 54% of staff/administrators agreed with this opinion (17% strongly), while 23% disagreed with it (7% strongly) (Pt 8, T 1). The agree/disagree ratio for faculty on this opinion was 65/14, while for students it was 56/16.

(2) The agree/disagree ratio for Whites on this question was 66/14, for Blacks 32/43, for Asians 45/24, for Hispanics 42/30, and for Other Races 47/38.

Question 13E asked for agreement or disagreement with the statement that "[t]he University should not restrict my right to say publicly anything I want about members of other groups, even if what I say might be regarded as offensive or insulting."

(1) 37% of staff/administrators agreed with this opinion (21% strongly), while 50% disagreed with it (31% strongly). Only 12% took the middle ground of neither agreeing nor disagreeing with this opinion. *This pattern of responses for staff/administrators reflects the same polarization of opinion on this issue found in the faculty and student surveys* -- although in the case of staff/administrators the weight of opinion is more on the "disagree" side (Pt 8, T1). The agree/disagree ratio for faculty on this opinion was 44/46, while for students it was 43/42.

(2) Among staff/administrators, once again there was a strong polarization of opinions on this issue among racial/ethnic groups. The agree/disagree ratio for Whites was 37/52, for Blacks 21/72, for Asians 45/36, for Hispanics 41/50, and for Other Races 44/37 (Pt 8, T 2).

Question 13G asked for agreement or disagreement with the statement that "White male staff/administrators at SFSU face at least as much prejudice and intolerance as any other group."

(1) Only 26% of staff/administrators agreed with this opinion (10% strongly), while 57% disagreed with it (36% strongly) (Pt 8, T 1). (*Note*: This question did not appear in the faculty or student surveys.)

(2) The agree/disagree ratio for Whites on this issue was 35/52, for Blacks 6/81, for Asians 19/55, for Hispanics 15/63, and for Other Races 25/50 (Pt 8, T 2).

APPENDIX A:

Preliminary Analysis of Staff Surveys By Ethnicity and Management Status

by

Robert Smith, Ph.D.

In examining the staff responses in terms of ethnicity and management status (management - non-management) two patterns standout. One, the relative absence of sharp distinctions on most of the responses between management and non-management staff and two the remarkably sharp and consistent race cleavage in the data; a strikingly homogeneous cleavage that separates blacks from the other major ethnic groups - Asians, Hispanics and whites - on campus. We examine first the data on ethnic differences.

By far, blacks are more likely to perceive members of their group as receiving worse treatment than the average person at SFSU. Indeed, blacks are the only major ethnic group where a majority of respondents perceive their group status in this light and it is a substantial majority (77%) compared to 48% among Hispanics and 28% among Asians. Further, black respondents are more likely to perceive worse treatment for all minority ethnic groups with the notable exception of Asians. Blacks, for example, are more likely to respond that Hispanics receive worse treatment than are Hispanics themselves (66% and 48%). But, interestingly about the same percentage of blacks see Asians as treated better (26%) as treated worse (21%). Blacks are also much more likely than the groups to respond that whites are treated better (84%) compared to Hispanics (45%), Asians (63%) and whites (25%). In general, white respondents tend to see all groups as treated the same - neither worse nor better although 22% see Hispanics as worst, 23% blacks, 14% Asians but significantly 16% of whites perceive Asians as receiving better treatment and 18% have this view of blacks while 10% think that their group receives worst treatment (see the responses to Question One).

This pattern of a sharp black perception of the relative disadvantaged status of their group may be observed throughout; for example in the data on hiring decisions and appointments to management positions (see responses to Questions seven and eight). Blacks are also more likely to report that they have "sometime/often" experienced abuse on the basis of race or ethnicity, 64% compared to 36% of Hispanics, 43% of Asians and 10% of whites. Blacks are also more skeptical about the "top administration's" commitment to multiracial understanding and cooperation, much less likely to agree that discrimination on campus is caused by a small minority or that SFSU human relations are relatively good. To illustrate further this point about the saliency of the race cleavage on campus, blacks are more likely to disagree and strongly (53%) with the proposition that the University should not restrict offensive or insulting speech. Finally, on affirmative action, while a fifth to a third of the other ethnic groups see scarcity or the lack of qualified applicants as factors limiting the recruitment of people of color only 5% of blacks have this view but nearly half see overt prejudice or implicit discrimination as a serious factor compared to 15% among whites and about a fourth among Asians and Hispanics.

And while a third of Asians and Hispanics and half of whites see a danger that too much emphasis on affirmative action in employment might lower quality, only a minuscule 2% of blacks express a similar concern.

As indicated at the outset, management status does not sharply distinguish responses in the survey. There is a tendency for management to see minorities as advantaged in the hiring process; to view SFSU's affirmative action program as improved and to think that the scarcity of qualified applicants is a serious factor in recruiting minorities. Management was more knowledgeable about the availability of discrimination grievance procedures and to think they were adequate (management also was more aware of the Human Relations Commission hearings). But overall, this variable is not critical in distinguishing staff responses.

APPENDIX B:

HUMAN RELATIONS COMMISSION SURVEY OF SFSU STAFF

Summary and Interpretation of Results with Special Relevance to GENDER – SEXUAL IDENTITY – RELIGION – DISABILITY

Prepared by James W. Newton

May, 1990

COMPARISONS OF MALES TO FEMALES

Of the 399 respondents to the survey of staff, 391 reported their gender -- 153 (39%) males and 238 (61%) females -- a slight overrepresentation of females in relation to their proportion of the staff population (Part 1, Table 8B). Length of service at SFSU was unrelated to gender (Part 15, Table 3), and there was no relationship between length of service and the frequency with which respondents reported a personal experience of abuse based on gender (Part 15, Table 9). There was a slight but nonsignificant tendency for women with longer service to more frequently report having experienced sexual harassment (Part 15, Table 21).

ABUSE AND SEXUAL HARASSMENT

Females much more frequently reported that they had experienced abuse based on gender (Q2) "sometimes" or "often" (Part 2, Table 1B). Two features of this comparison are noteworthy. First, more than 40% of female staff report gender- based abuse occurring more than "rarely," and second, more than 40% of male staff report having experienced gender-based abuse (about half of those more than "rarely"). These findings suggest that abuse based on gender is commonplace at SFSU, and that it is not restricted to male offenses against females (although females are more frequently victimized).

Some evidence was found of greater perceived discrimination against females than males in work arrangements and career development (Part 3, Tables 11A-C). Females were marginally more likely to report feeling disadvantaged within their departments, and they significantly more often reported that they "sometimes" received less desirable work assignments. Slightly higher percentages of women felt disadvantaged "sometimes" or "often" in HRTP matters. Only about half of our respondents of both sexes said they had "never" experienced discrimination on the basis of some group characteristic, a result which shows that perceptions of discrimination of some kind are widespread among SFSU staff.

Females were twice as likely as males to indicate that they had personally been victims of sexual harassment (Part 4, Tables 3 and 4). The percentages of both sexes reporting sexual harassment are high enough (8% of males, 16% of females) to identify this form of abuse as a serious problem at SFSU.

MANAGERIAL RESPONSIVENESS AND GRIEVANCE PROCEDURES

Males and females responded similarly to our questions about managerial sensitivity and action on human relations issues. There were essentially no differences based on gender to questions concerning management's role in recruitment, management, and retention of minoriities (Part 5, Table 1C), management's role in reducing intolerance and discrimination (Part 5, Table 2C), and whether top administrators are committed to promoting multiracial understanding (Part 5, Table 3C). Females were slightly more likely to disagree with the statement that managers are generally sensitive to the needs of multicultural groups on campus (Part 5, Table 4C), and females were somewhat more likely to say that SFSU's affirmative action programs have improved over the past five years (Part 5, Table 5C).

Similar proportions of males and females -- approximately half -- believe they know what steps to take to deal with an instance of discrimination (Part 6, Table 1C). About 1/4 of both males and females said procedures for dealing with complaints about prejudice or discrimination are adequate, and similar majorities of both (3/5) said they did not know whether these procedures are adequate (Part 6, Table 2C). About half of both gender groups were aware that the HRC had held hearings (Part 7, Table 3).

DIFFERENTIAL TREATMENT OF GROUPS ON CAMPUS

Perceptions of general treatment of men and women by the campus community tend to favor the respondent's own gender. Females more frequently said that men are treated better than the average person, with small minorities of both genders saying men are treated worse (Part 11, Table 3). Men were more likely to say that women are treated better than the average person, and women were more likely to say that women receive worse treatment (Part 11, Table 3). It is worth noting that 18% of males felt that females are treated worse than the average person, and that the opinion of a similar group (17%) points toward polarization among males on this issue.

Males and females were similar in their views of male treatment in hiring decisions; slightly more females saw men as advantaged. The distributions were significantly different with respect to females and hiring, however, with more males considering females advantaged and more females considering females disadvantaged. (Part 12, Table 3.) Very similar patterns of judgments were found with respect to appointments to management positions (Part 13, Table 3).

The distributions of judgments by males and females of the most serious factors limiting recruitment of women as staff or managers differed significantly, with women more likely to report no limiting factor, to cite greater time and effort requirements, and to cite overt prejudice and discrimination (Part 14, Table 3).

COMPARISONS OF GAY, LESBIAN, AND BISEXUAL STAFF TO STRAIGHT STAFF

Of 368 respondents who disclosed their sexual identity, 62 (17%) identified themselves as gay, lesbian, or bisexual (Part 1, Table 5). A higher percentage of GLB staff had been at SFSU fewer than six years (Part 15, Table 4), but reports of the frequency of abuse based on sexual identity were unrelated to length of service (Part 15, Table 9).

ABUSE AND SEXUAL HARASSMENT

Significantly more GLB staff reported experiencing abuse based on sexual identity -- fully 2/3, of whom the majority reported such abuse more often than "rarely." This is clearly perceived as a major problem by gay, lesbian, and bisexual staff at SFSU. More than 1/5 of straight staff reported abuse based on sexual identity, most of them "rarely." (Part 2, Table 3B.) Reports of discrimination in work arrangements and career development did not differ appreciably on the basis of sexual identity (Part 3, Tables 12A-C). GLB staff were twice as likely as straight staff to report experiencing sexual harassment (Part 4, Table 5), with over 1/5 indicating that they had been victimized in this way.

MANAGERIAL RESPONSIVENESS AND GRIEVANCE PROCEDURES

Perceptions of managers' sensitivity to multicultural groups were mainly similar, except that GLB staff were twice as likely (21%) as straights to "strongly disagree" with the statement that managers are generally sensitive (Part 5, Table 4D). About half of both GLB and straight staff indicated knowledge of steps to take to deal with discrimination (Part 6, Table 1D), and similar proportions (about 1/4) considered procedures for dealing with discrimination adequate whereas most said they did not know (Part 6, Table 2D).

DIFFERENTIAL TREATMENT OF GROUPS ON CAMPUS

More than 70% of GLB staff said gays and lesbians are treated worse than the average person on campus, compared to fewer than 30% of straight staff with this view; conversely, straight staff were more than twice as likely as GLB staff to see gays and lesbians as receiving better treatment than the average person (Part 11, Table 4). Similar but less extreme contrasts were found in perceptions of treatment related to sexual identity in hiring decisions (Part 12, Table 4) and appointments to management positions (Part 13, Table 4), with almost three times the percentage of GLB staff as straight staff seeing gays and lesbians as disadvantaged.

COMPARISONS BASED ON RELIGIOUS PREFERENCE

The frequency distribution of the 371 staff who respoonded to our question about religious preference is given in Part 10, Table 4. We found no relationship between religious preference and length of service at SFSU (Part 15, Table 6), and none between length of service and the experience of abuse based on religious faith (Part 15, Table 9).

NOTE: Due to small numbers of Islamaic and Jewish respondents, the reliability of chi-square tests of independence between religious preference and most other variables is uncertain. Hence, statistical significance levels must be used with caution.

About 22% of all staff reported having experienced some abuse based on religious beliefs (Part 2, Table 4A), most of them "rarely." This experience seems unrelated to religious preference (Part 2, Table 4B) and management status (Part 2, Table 4C).

MANAGERIAL RESPONSIVENESS AND GRIEVANCE PROCEDURES

Staff who expressed no religious preference or a preference for some religion other than one of the three listed ones were somewhat more likely to disagree with the statement that managers are generally sensitive to the needs of multicultural groups (Part 5, Table 4F). Religious preference was not related to knowledge of steps to take following an instance of discrimination (Part 6, Table 1F). There was a modest tendency for staff whose religious preference was "other" to consider current procedures inadequate in comparison to the other groups (Part 6, Table 2E).

DIFFERENTIAL TREATMENT OF GROUPS ON CAMPUS

Although the numbers are small, it appears that Jews more frequently consider fundamentalist Christians to be treated the same as other people on campus (Part 11, Table 5); higher proportions of other religious preference groups see fundamentalist Christians as treated worse. Staff of "other" religious preferences differ from Christians, Jews, and those of "no" preference by more frequently seeing Jews as treated better than others (Part 11, Table 5). Religious preference seems unrelated to perceptions of the treatment of Muslims, possibly because there were few Islamic staff among our respondents (Part (Part 11, Table 5).

With respect to perceived advantages in hiring decisions (Q7), evaluations of the treatment experienced by Fundamentalist Christians, Jews, and Muslims seemed to follow similar broad patterns of distribution within religious preference groups. Jewish respondents most commonly perceived "no difference" in the treatment of the named group, followed by Christians, with lower percentages of other religious preference groups seeing "no difference." The second largest response category was "don't know" for all religious preference groups. (Part 12, Table 5.) NOTE: The above comments omit Islamic respondents, of whom there were but two.

COMPARISONS OF DISABLED TO NONDISABLED STAFF

Of 377 respondents who reported their disability status, 21 (6%) were disabled (Part 1, Table 4). Length of service was unrelated to disability status (Part 15, Table 5), and there was no relationship between length of service and the frequency of reported abuse based on disability (Part 15, Table 9).

NOTE: Due to the small number of disabled respondents, the reliability of chi-square tests of independence between disability status and most other variables is uncertain. Hence, statistical significance levels must be used with caution.

ABUSE

Abuse based on disability was reported by 46 respondents (12% of the sample who completed this question), the majority of whom said they had been abused on the basis of disability "rarely." (Part 2, Table 5A). Twenty of 21 disabled respondents completed the question on frequence of abuse based on disability, and 11 of these indicated that they had experience such abuse. Interestingly, 34 respondents who classified themselves as not disabled reported having experienced some abuse on the basis of disability. (See Part 2, Table 5B.) The proportion of "disabled" respondents who experienced abuse is significantly higher than the proportion of "nondisabled" who experienced abuse, but the fact that so many nondisabled reported this abuse raises questions of interpretation of the data. The latter may feel that they have experienced abuse based on some disability they did not consider when classifying themselves on disability status (e.g., a learning disability). There was no difference in the frequence of reported abuse between management and nonmanagement staff (Part 2, Table 5C).

MANAGERIAL RESPONSIVENESS AND GRIEVANCE PROCEDURES

Disabled staff were more likely to disagree with the statement that managers are sensitive to the needs of multicultural groups, although this difference did not reach statistical significance (Part 5, Table 4E). Similar percentages of disabled and nondisabled staff felt that they knew what steps to take in an instance of discrimination (Part 6, Table 1E). Disabled staff more frequently expressed opinions, both positive and negative, about the adequacy of grievance procedures, with nondisabled staff more frequently responding "don't know" to this item (Part 6, Table 2F).

DIFFERENTIAL TREATMENT OF GROUPS ON CAMPUS

Disabled staff more frequently perceived disabled people as treated worse than others on campus, with nondisabled staff tending to see disabled people as receiving the same treatment as other people (Part 11, Table 6). With respect to treatment in hiring decisions, disabled staff more frequently saw no difference in the treatment of the disabled than did nondisabled staff, whereas nondisabled staff more frequently had no opinion on this issue (Part 12, Table 6). Disabled staff were more likely than nondisabled staff to see disabled people as suffering a disadvantage in appointment to management positions, with nondisabled staff more frequently perceiving no difference in the treatment of disabled people (Part 13, Table 6).

Disabled and nondisabled staff were generally similar in their judgments of factors most seriously limiting recruitment of disabled people as new personnel, with two exceptions: more nondisabled staff (10% vs. no disabled staff) ranked "more time and effort finding qualified people" as most serious, and twice the percentage of disabled as nondisabled staff ranked "implicit and/or institutional discrimination" as most serious (Part 14, Table 4). Judgments of the "next most serious" factor limiting recruitment of disabled people did not differ appreciably on the basis of disability status.

APPENDIX C:

NOTES ON SAMPLE DESIGN AND SURVEY METHODS

With the assistance of Denise Fox (Director, SFSU Personnel Office) and Frieda Lee (Director, SFSU Student Outreach Services), PRI conducted an anonymous mail sample survey of 801 SFSU permanent and temporary staff/administrators during the period March 27 - April 20, 1990. The survey population was all SFSU staff/administrators currently employed at SFSU, excluding graduate assistants. The sampling frame was a current roster of 142 management and 1.037 non-management staff/administrators. The management and non-management rosters were stratified by race/ethnicity. Questionnaires were sent through campus mail to all non-white staff/administrators in the management group and to a randomly-selected one-half of whites. Questionnaires were sent to all Blacks, Mexican-Americans, other Hispanics, and Native Americans in the non-management group of staff/administrators, to a randomly-selected 2/3 of all Asian, Filipino, and Pacific Islanders, and to a randomly-selected 3/5 of whites. These stratifications and oversampling/undersampling ratios were designed to achieve minimum subgroup sample sizes to allow statistically reliable estimates and comparisons. (Although it was expected that total sample statistics would have to be weighted to correct for oversampling, such weighting is unnecessary because the sample and census demographic profiles on key indicators are quite similar. See Part 1, PRI 5/10/90 Report.)

On March 27, the questionnaire was sent through campus mail to the stratified sample of 801 staff/administrators. It was accompanied by an introductory letter signed by the PRI director and also a sealable return manilla envelope pre-addressed to PRI. On April 6, a follow-up reminder letter was sent to all 801 individuals in the sample. The cut-off date for receipt of completed questionnaires was April 20.

Of the 801 questionnaires sent out, 399 completed questionnaires were returned -- an overall response rate of 49.8%. Comparisons of sample statistics and recent SFSU census figures indicate that this sample is broadly representative of the survey population in terms of management/non-management proportions and racial/ethnic breakdowns. The sample somewhat overrepresents females, as was true also of the earlier student and faculty surveys. Taking into account that the 399 completed questionnaires represent more than one-third of the entire survey population of staff/administrators, the sampling error for statistics based on the total sample is plus or minus 4%. Sampling errors are larger for subgroup breakdowns.

TABLE 1: CROSSTABULATION OF PERSONAL EXPERIENCE OF ABUSE BY GENDER/RACIAL GROUPS*

Abuse Index (0-3+)-Q2 Some/Often	Male/Female--White/NonWhite Types				
	White Male	White Fem	Non-W Male	Non-W Fem	Total
0	52 70.27	56 48.28	26 41.27	39 38.61	173 48.87
1	10 13.51	35 30.17	8 12.70	24 23.76	77 21.75
2	6 8.11	14 12.07	17 26.98	21 20.79	58 16.38
3 or More	6 8.11	11 9.48	12 19.05	17 16.83	46 12.99
Total	74 100.00	116 100.00	63 100.00	101 100.00	354 100.00

chi2(9) = 33.8253 Prob>chi2 = 0.000

* Entries computed from demographic data and responses to Q2.

Source: PRI HRC Staff Survey, 1990

TABLE 2: REPORTED FREQUENCIES OF THE EXPERIENCE OF ABUSE: COMPARATIVE RESULTS FROM FACULTY, STAFF/ADMINISTRATOR, AND STUDENT HRC SURVEYS

	Percent reporting experience of abuse based on listed characteristic "sometimes" or "often"		
Based on ...	FACULTY	STAFF/ADMINSTRATORS	STUDENT
GENDER	27%	33%	18%
[Women only]	[49%]	[42%]	[24
RACE/ETHNICITY	17%	29%	23%
[Non-Whites only]	[50%]	[46%]	[24
SEXUAL ORIENTATION	9%	15%	8%
RELIGIOUS BELIEFS	5%	6%	7%
DISABILITY	2%	4%	3%
NATIONAL ORIGINS	12%	15%	11%

FOCUSING ON RACISM & OTHER FORMS OF DISCRIMINATION

UNIVERSITY COMMISSION
on human relations

FINAL REPORT
OF THE
UNIVERSITY COMMISSION ON HUMAN RELATIONS:
FOCUSING ON RACISM & OTHER FORMS OF DISCRIMINATION

SAN FRANCISCO STATE UNIVERSITY
SAN FRANCISCO, CALIFORNIA 94132
MAY 1990

Olive C. R. James, Editor
Hollis N. Matson, Assistant Editor

TABLE 3: REPORTED EXPERIENCE OF DIFFERENT FORMS OF DISCRIMINATION: FACULTY AND STAFF/ADMINISTRATORS COMPARED

Form of Discrimination	Percent reporting behavior "sometimes" or "often":	
	FACULTY	STAFF/ADMINISTRATORS
(1) Social behavior that excludes	40%	32% - 40%
(2) Student negative attitudes	45%	35% - 44%
(3) Departmental patterns of interaction or influence that discriminate or disadvantage	27%	31% - 36%
(4) Less desirable work assignments	24%	27% - 35%
(5) Inequitable approaches to hiring, retention, and promotion	31%	37% - 42%

TABLE 4: PERCEIVED TREATMENT OF GROUPS BY THE CAMPUS COMMUNITY (Q1)

	Percent of staff/administrators judging that listed group is treated . . .			
GROUP	BETTER	WORSE	"NET WORSE"	RANK
Hispanics	6%	34%	28%	1
Arabs *	5%	30%	25%	2.5
Fundamentalists *	7%	32%	25%	2.5
Native Americans	7%	31%	24%	4
Women	8%	30%	22%	5
Blacks	15%	36%	21%	6.5
Foreigners	12%	33%	21%	6.5
Muslims *	6%	26%	20%	8
Gays/Lesbians	16%	35%	19%	9
Pacific Islanders	6%	21%	15%	10
Disabled	19%	31%	12%	11
Filipinos	12%	20%	8%	12
Jews *	11%	15%	4%	13
Asians	17%	18%	1%	14
Whites	42%	7%	-35%	15
Men	41%	4%	-37%	16

* Estimate based on less than 60% of total sample responses

TABLE 5: PERCEIVED TREATMENT OF GROUPS BY THE CAMPUS COMMUNITY: COMPARATIVE RESULTS FROM THE FACULTY, STAFF/ADMINISTRATOR, AND STUDENT SURVEYS

	% Saying Group is Treated "Better"			% Saying Group is Treated "Worse"		
GROUP	FACULTY	STAFF	STUDENTS	FACULTY	STAFF	STUDE
Arabs	2% *	5% *	4% *	44% *	30% *	28%
Asians	10%	17%	13%	15%	18%	15%
Pacific Islanders	3% *	6%	4% *	32% *	21%	17%
Blacks	12%	15%	9%	41%	36%	31%
Hispanics	7%	6%	4%	36%	34%	28%
Native Americans	6% *	7%	9% *	37% *	31%	17%
Filipinos	--	12%	--	--	20%	--
Whites	34%	42%	37%	3%	7%	5%
Men	33%	41%	25%	2%	4%	2%
Women	9%	8%	4%	25%	30%	15%
Gays/Lesbians	7%	16%	8%	41%	35%	35%
Fundamentalists	2% *	7% *	2% *	35% *	32% *	30%
Jews	13%	11% *	8%	5%	15% *	10%
Muslims	0% *	6% *	3% *	44% *	26% *	30%
Disabled	18%	19%	22%	33%	31%	20%
Foreigners	2%	12%	10%	43%	33%	26%

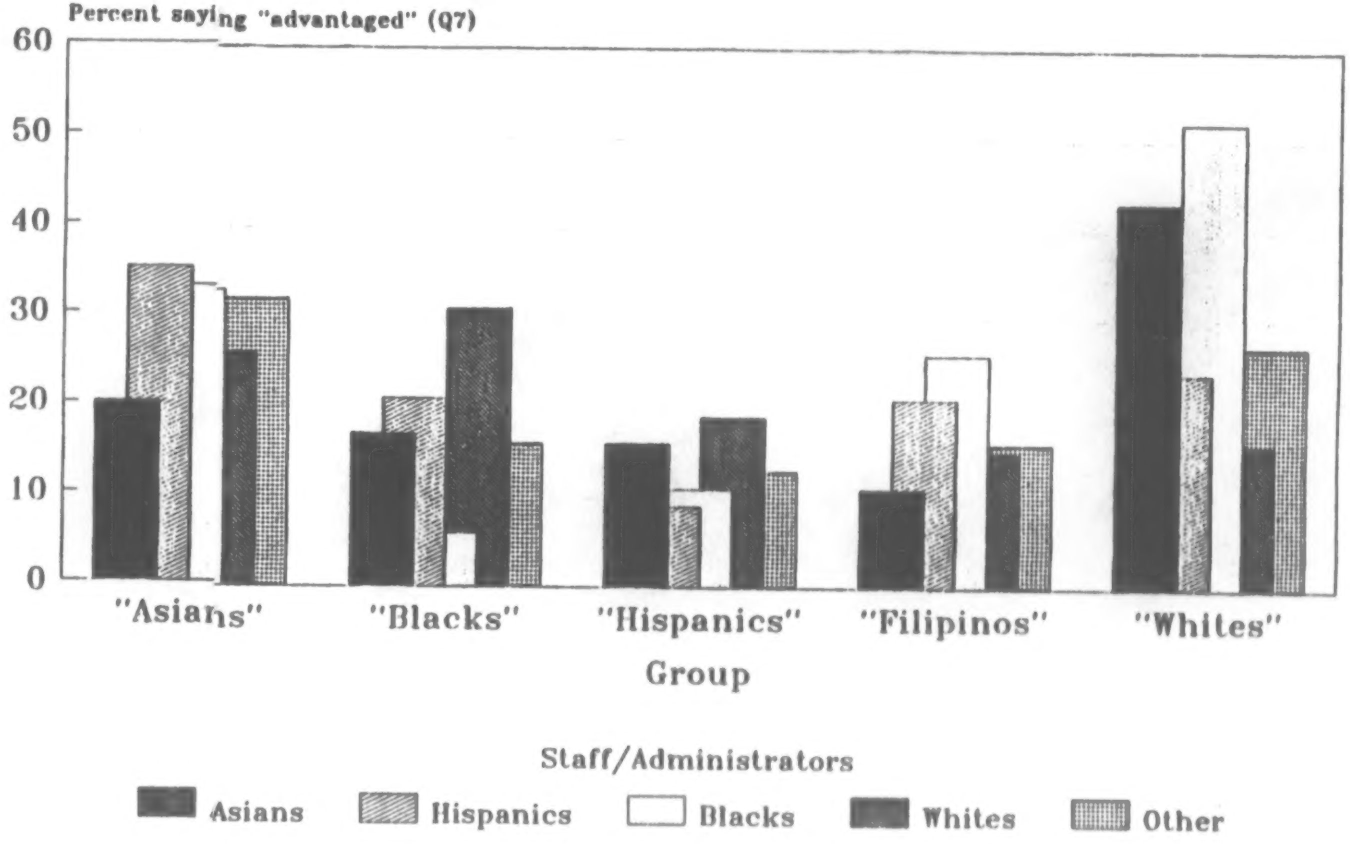
* Estimate based on less than 60% of total sample responses.

TABLE 6: PERCEIVED GROUP ADVANTAGE OR DISADVANTAGE IN HIRING (Q7) OR APPOINTMENT TO MANAGEMENT POSITIONS (Q8)

% of Staff/Adminstrators saying that group is ...

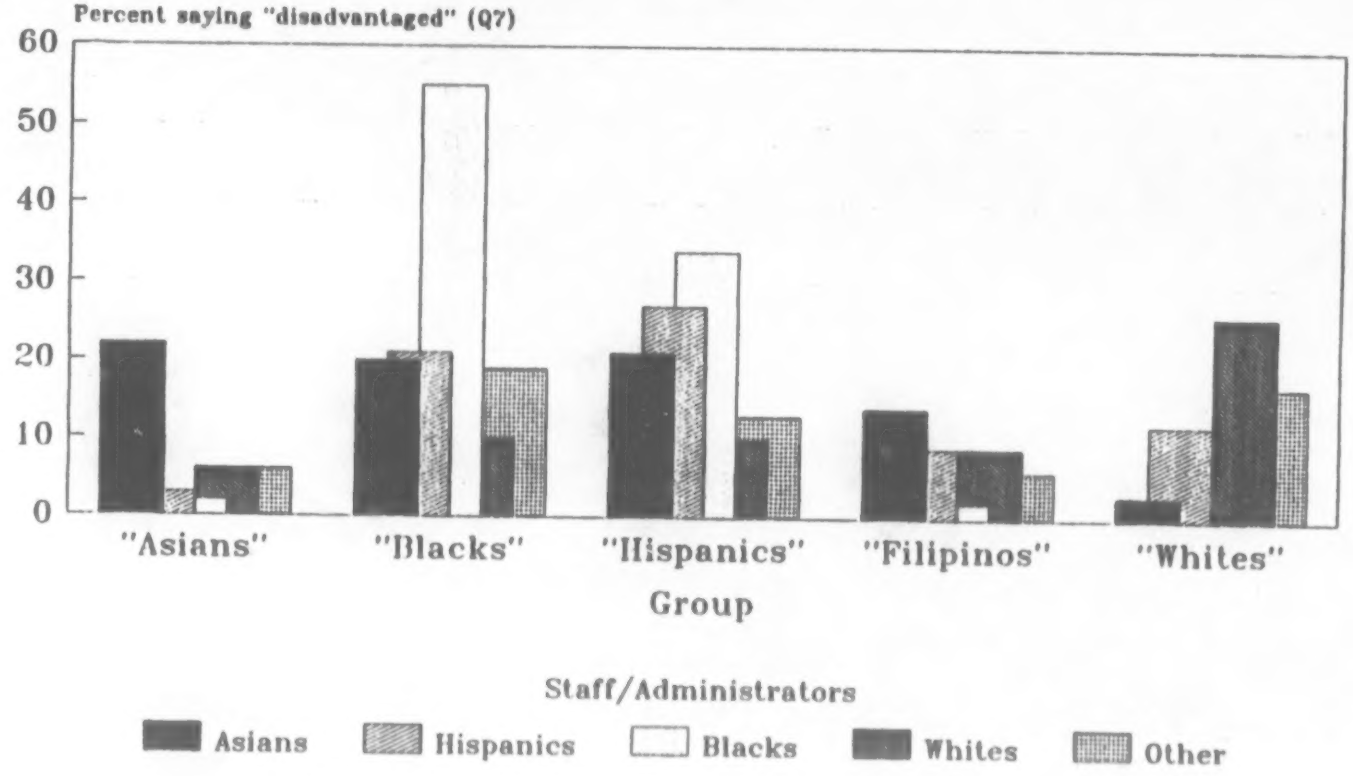
	HIRING (Q7)		APPOINTMENTS (Q8)	
GROUP	Advantaged	Disadvantaged	Advantaged	Disadvantaged
Asians	26%	8%	19%	24%
Blacks	23%	19%	24%	33%
Hispanics	16%	16%	13%	36%
Filipinos	16%	9%	15%	24%
Whites	27%	17%	47%	13%
Men	26%	12%	45%	10%
Women	21%	15%	13%	31%

Figure 1A: Perception of Group Advantage in Hiring Decisions, by Racial Group



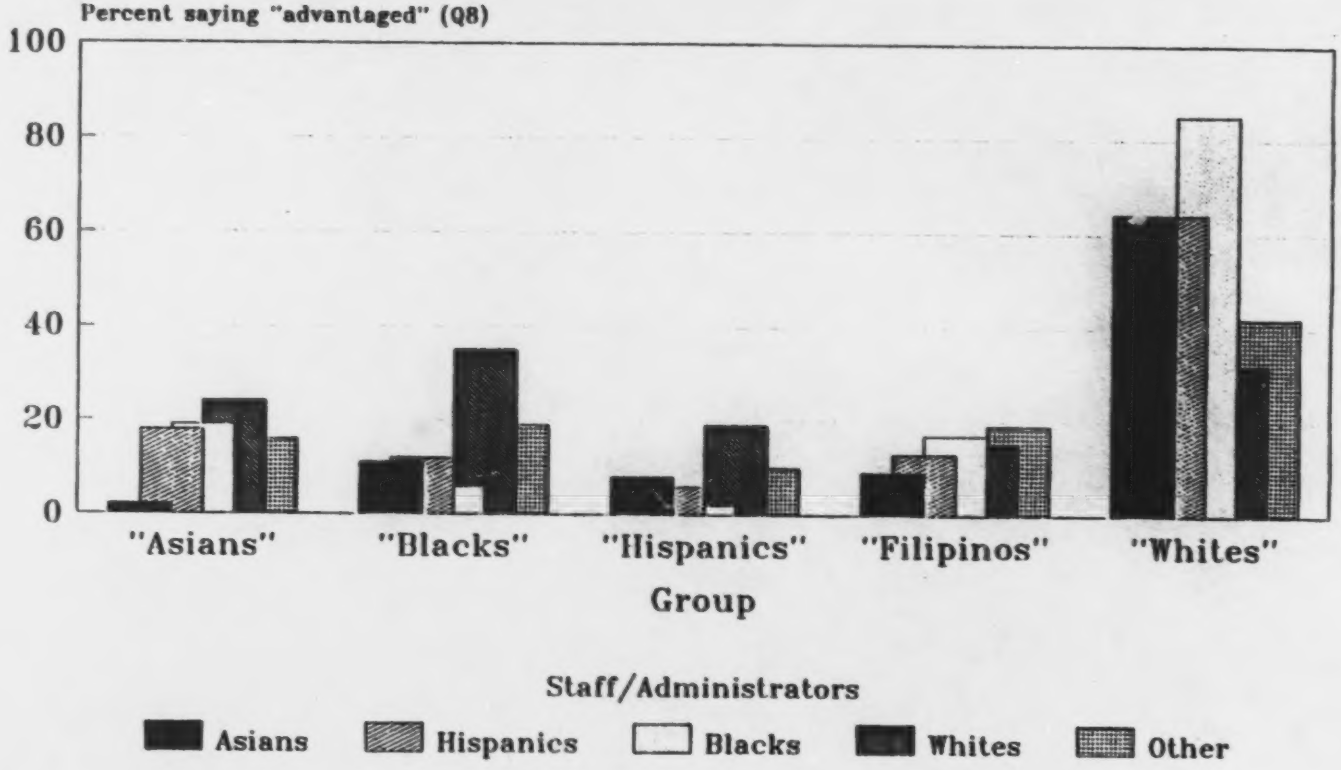
PRI HRC Staff Survey 1990

Figure 1B: Perception of Group Disadvantage in Hiring Decisions, by Race



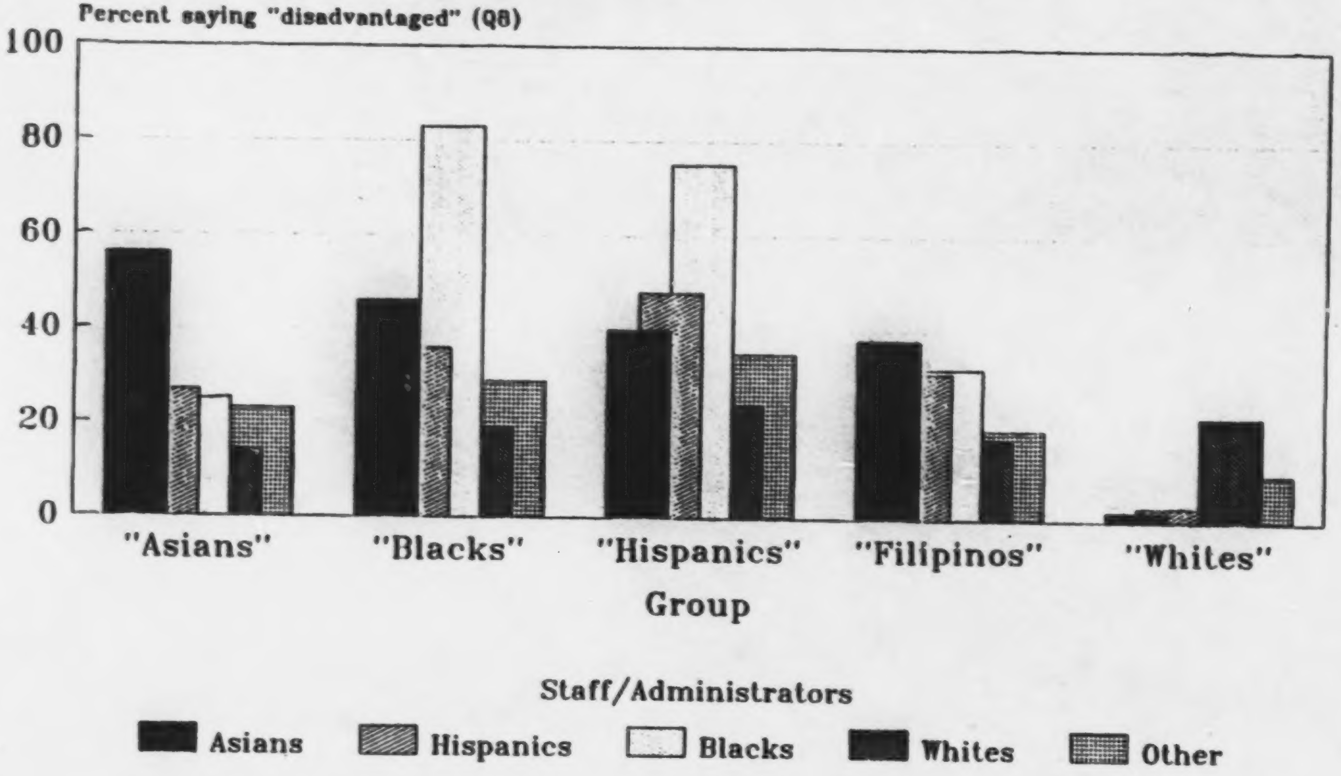
PRI HRC Staff Survey 1990

Figure 2A: Perception of Group Advantage in Management Appointments, by Race



PRI HRC Staff Survey 1990

Figure 2B: Perception of Group Disadvantage in Management Appointments, by Race



PRI HRC Staff Survey 1990

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

Public Research Institute
415/338-2978
415/338-2939

June 1, 1990

MEMORANDUM

TO: Olive James, Chair
SFSU Human Relations Commission

FROM: Rich DeLeon, Director Rich DeLeon
Public Research Institute

RE: Final Reports of the SFSU Human Relations Surveys

(1) Per your request, attached are (a) a report of frequency distributions for all questions asked in the student sample survey, and (b) a report of frequency distributions for all questions asked in the faculty sample survey. Each report has a table of contents, a summary of sample design and survey methods used, and the questionnaire text.

(2) Reports submitted earlier to the HRC include (a) verbatim transcripts of open-ended comments made in student, faculty, and staff/administrator surveys; (b) preliminary report of student survey results; (c) final report of student survey results; (d) preliminary report of frequencies for all questions in the faculty survey; (e) a descriptive overview of principal findings of the faculty and student surveys; (f) final report of staff/administrator survey results (two parts); (g) a summary of principal findings of the staff/administrator survey (which includes detailed comparisons with faculty and student survey results); (h) multiple copies of 7 printouts of faculty survey frequencies and crosstabulations; (i) multiple copies of 7 printouts of student survey frequencies and crosstabulations; (j) assorted memoranda summarizing research progress, briefing materials, and survey methodology.

(3) Regarding access to the data files:

(a) The student survey data file (HRSTUDF) is public read-only in Central Cyber account SBKUAAB. The SPSS command file (HUMCOM) is public read-only in the same account.

The City's University

(b) The faculty survey data file (HRFDAT) is public read-only in Central Cyber account SBKUAAD. The SPSS command file (HUMFCOM) is public read-only in the same account.

(c) The staff/adminstrator survey data file is contained in a fully-labled STATA system file (STAFF.DTA), is available on MS-DOS floppy diskette, and can be processed using the STATA statistical package.

(4) James Newton, Robert Smith, and I have many people to thank for assisting us in designing and conducting these surveys. Many Commissioners contributed their constructive criticisms and ideas during the questionnaire design stage of the research, particularly Ken Montiero, Anita Silvers, Dan Dorfman, Norm Schnieder, Rufus Browning, Mary Hoover, Denise Fox, and Frieda Lee. Olive James kept everthing and everybody on track through all stages of the research. HRC staff assistant Dolores Dinisro transcribed most of the open-ended comments and entered much of the quantitative data; Pauline Walker completed most of the remaining data entry work. Tom Spencer, Judith Ott, Michael Garrity, Denise Fox, Frieda Lee, and the Director of Disabled Student Services were most helpful in providing needed rosters and mailing labels. Cory Bytof provided assistance to print-disabled survey respondents in completing questionnaires. Gail Waldron of the SFSU Foundation, Inc., expertly helped us manage our accounts. Highest praise of all goes to PRI staffers John Rogers, Victoria Randlett, and Christine Buckley who worked on this project diligently under fierce deadline pressures and a crabby boss. I hope I haven't missed any of the key players; if so, it's because so many different people pitched in at various times during a long and difficult research project. I would welcome the opportunity later to acknowledge the contributions of anyone whose name I failed to mention here.

(5) If you or any of the Commissioners have questions about these reports, please call me at 338-7526 or 581-4472.

Attachments

cc: James Newton
Robert Smith
PRI File

B. SUMMARIES OF CONFIDENTIAL HEARINGS

The availability of confidential hearing sessions was publicized on campus during the spring and summer of 1989. Some correspondence received by the Commission was treated in this same category. The last scheduled session was held at the request of a working group, which wished to maintain confidentiality. During the fall of 1990, one additional faculty member arranged an individual appointment with the chair of this Task Force on Confidential Hearings.

A total of 21 persons testified, including those in two groups. 17 raised issues of race and/or ethnicity, 2 homophobia/heterosexism, 1 disability, and 2 miscellaneous. None raised issues of religious discrimination. Since several persons testifying complained of more than one type of discrimination (e.g., racism and sexism), experienced and/or observed, these totals do not coincide with the actual number of persons met. A summary of cases follows. Every effort has been made to protect the identity of those testifying. The substance of their remarks, however, remains as reported.

1. Racism/Ethnicity

R

R spoke from two perspectives - that of a staff member and of a student. She suggested that, because of a variety of experiences on campus, R would have dropped out of the University long ago were it not for the encouragement and support of family and friends.

When hired in a particular office, R was told that she was the "only minority" in that administrative area. She felt that statement to be patronizing and felt that she was a token who would have to "prove" her effectiveness and that of the entire black community as well.

She gave several examples of racism that she experienced and observed. Many were, in fact, racial slurs. She at one time, spoke with the campus affirmative action officer about filing a grievance, but then backed off.

Now she is working in another office. She feels in-house promotions are very poor. There are not minorities in top levels. She feels that there is a real ceiling for minority progression on campus.

As a student, R wants a feeling of belonging as a student within a department and within the University. She feels that faculty need to mentor much more, and departments need to provide greater help to students, especially minority students. She looked into the faculty-student mentor program, only to be told that it was for first year students; the flyers had not suggested this. She feels the necessity for some kind of mentoring for all minority students.

R as a student expressed general frustration at the treatment students get on campus. As she spoke of her staff experiences, she described more flagrant examples of racism and sexism as well.

M

M, a staff member, spoke of the inequitable treatment often given to black students and white students when both are accused of the very same misconduct. M also spoke of the lack of appeal procedures, the insensitivity of many of those in positions of authority, the unnecessary problems caused by those who are so rigid that they cannot be flexible or improvisational.

M described in detail several classroom situations in which faculty engaged in racist behavior: jokes, trivializations of ethnic groups, ethnic slurs, "tracking" of minority students.

M gave examples of lack of leadership and lack of even symbolic action in establishing an appropriate climate for learning on campus. M emphasized that there must be strong leadership "from the top down" - mandating non-discrimination.

J

J described the difficulty that ethnic minorities have in getting promoted even after they get hired. J told of constant and capricious changes in rules and requirements that work to keep ethnic minorities from moving to higher levels. J spoke of how racial stereotypes ("Asians are quiet," "Blacks are lazy," etc.) are used to keep individual members of those groups down on the ladder to advanced positions.

J said that supervisors will spend time and energy training white workers hired from the outside, while refusing to invest any time in training or re-training ethnic minority staff members who apply for advanced positions.

J feels that there are very inadequate procedures for appeal within the University: one is forced to go to court or to EEOC for any redress.

D

D was concerned that students of color have enough problems off-campus in terms of making a living, paying the rent and dealing with a racist society. There is no excuse for their having to face further racism on campus. And he is convinced that they do.

On the day he testified, D had come from a hearing related to student disciplinary action in which he had been accused of verbally harassing a student. An alleged witness had not shown up for the meeting and it was his word against the word of the other individual. Even though there was not a witness at the hearing, the student disciplinary officer had recommended to the hearing officer that D receive a year suspension and that when he returned to campus he do so on probation.

There had been a number of things in D's recent experience that were troublesome to him. He had gone to various African countries, presumably to do some journalistic writing and, in the course of his travels, had been deported from three countries for writing subversive articles. He also complained that the University would not help him in his quest to have his belongings returned to him.

He told us about the numerous occasions, on campus, which he felt were racially discriminating, including class activities in which others left him out completely. He said that his department was quite white and he felt discriminated against frequently. He said that his degree is not particularly important to him, although he is within a semester of graduation; the importance of the degree at this point is to show those who were certain he would not make it that they were wrong about his ability.

His major concern was that the Commission recommendations be strong ones in terms of educating the campus community about racism and other kinds of discrimination.

Z

Z has been student, staff, faculty. Z is concerned about the isolation on campus of ethnic minority students: too few mentors, too few faculty who are trained to function in a multicultural, multilingual setting; poor advising.

Z said that ethnic minority staff lack information and encouragement to help them move ahead and up. As a result, many qualified staff members leave the University. May supervisors are too rigid. Many supervisors do not believe that people of color should ask for "more." Such supervisors often express their personal prejudice by using their power indiscriminately, by obstructing efforts of individuals to move upward, by relegating women and people of color to tasks of making coffee and xeroxing.

The campus needs information campaigns, workshops, and clear actions from the top down.

V

V came to speak primarily about a class that she was in. The faculty member spoke poorly of most ethnic groups, but particularly of Asians, saying that Asians were docile and passive, had no philosophers. In general, the instructor made derogatory remarks about Asian cultures.

V reported that the faculty member used a great deal of stereotyping and oversimplification in lectures and side comments. He, for example, suggested that if South Africa ever gives Africans one vote-one person, they will not be able to deal with it since they are so childlike.

Of concern to V is that the course is in a Segment III General Education cluster associated with some Ethnic Studies courses. It was not appropriate that the instructor spoke as he did.

V spoke to the department chair, who met with the professor. The professor couched the incidents in this way: "I'm glad if my factual information makes you think." He was not willing to admit to stereotyping and was, in V's estimation, quite cavalier about the entire situation.

V would, naturally, like to see the behavior stopped.

2. Sexism and Sexual Harassment

C

C works in a department in a staff position. She was, at one time, a student in the department but tired of that. Her experiences as a staff member are unpleasant ones, including feeling pressured to laugh at sexist commends, not being given the same kinds of responsibilities or "education" around her job that men are given. Even students, as a result of the comments in classes related to women, have not treated her as an intelligent and capable individual.

She was sexually harassed over a rather long period of time and did, briefly become sexually intimate with her supervisor. He would not, for a very long time, take no for an answer. He continues to make comments which she attempts to ignore.

C has asked the chair of the department for assignments which will challenge her but has not been able to prove her abilities. When she helps students with projects, she often is not given credit. Students and faculty alike treat her in stereotypic ways.

At one point some time ago, she talked with a sexual harassment officer but decided not to pursue the case any further. She is rethinking that decision at this time.

S

S is a staff member, a graduate of SFSU, an applicant for teaching positions. S spoke of gender discrimination in the classroom which creates a climate which intimidates women students. These students censor themselves in their choice of topics and contributions during class discussions because they are afraid of male faculty backlash.

S spoke of racist, sexist comments and behavior directed toward women staff members in the workplace: jokes, teasing, "you're cute," "don't rock the boat." S complained about the unfairness of the reclassification process which has no predictable standards--and no adequate appeal process.

S spoke of the lack of policy and consistency in the hiring of lecturers, the lack of any effective mediation procedures for work-related disputes, and the lack of information about even those processes which are available on campus.

3. Heterosexism/Homophobia

K

K's underlying concern was that the Commission help SFSU develop a feeling of community in the midst of so much diversity. K spoke of the "hit and run" comments that are often made by people on campus which degrade gays and lesbians. He gave examples from locker room experiences.

K also told of individuals who have experienced discrimination because they were gay men. One applied for a job on campus but did not get it. K's feeling was that he was not given the position because the individual for whom he would work is a gay man, and that would not "look good." Another friend worked for two years for a man who never said "good morning" or exchanged small talk with him, although he did this with the women in the office.

K made suggestions related to the charge. One was that we recommend the use of consistent language in all University policies, particularly statements related to equal opportunity. He showed examples in which language was not consistent. He was concerned that the announcement for CSU administrative fellowships uses the word "minorities" but, while specifying others, does not specify sexual minorities.

He also suggested that the Commission ought to support a Lesbian and Gay Studies program and change its terminology from "sexual orientation" to "sexual identity."

E, F, and G

E, F (a student), and G are producers of a television show which is scheduled on SFSU Cable Channel 35; the advisor is a member of the faculty. Allegations were made of non-cooperating behavior exhibited by University staff in their failure to facilitate broadcasting. More serious allegations were made of homophobia which resulted in the blocking and censoring of their programs. Those dealt with abortion, bisexuality, AIDS, crack, the leather scene, the homeless, and various other issues.

P

Staff member P alleged that she was harassed in the work place by a gay supervisor because he claimed that P was being too friendly with other male employees (mostly gay). P was warned that she should keep her distance from her male peers. There was never any evidence given to her of any complaints that had been made by the male colleagues relating to her "bothering them." About two years ago, P did go to a sexual harassment officer. The SHO talked only with P and with the supervisor-and supposedly asked the supervisor to cease and desist. P claimed that she continues to feel uncomfortable in the situation.

4. Miscellaneous

X - Group Hearing on Racism and Miscellaneous Forms of Discrimination

X group is composed of about a dozen workers, primarily people of color. They state that they are not treated as "human beings" by the supervisor. Their office has denied recognizing their names when there has been a telephone call from the immediate household. Leave requests are not treated in an equitable manner. One member of the group is constantly denied leave, even for hospital visits to a gravely ill child. Employee was asked to bring a doctor's note during this period, although employee said he could do so until after the trauma of child's death and funeral was past. Leave not granted. Another member of the group stated that he/she could ask for leave, without giving a reason, and have it granted at once, for the next day. Another said leave was refused for scheduled hospital tests, etc.

One member was told that he/she performed his/her function only with regard to his/her own ethnic group but not with regard to other groups of color. Denied.

One member of the group, the only one of his/her particular ethnicity, has been singled out for a particularly heavy workload--consistently. When colleagues are absent, all must fill in; but when the colleague returns, some may go back to their original assignments while this one particular worker must continue to assume some of the returning worker's tasks, on top of an already disproportionate workload. Other members of the work group were told during the sick leave of this original minority-among-minorities worker, to leave all their "dirty work" for him/her to clean up upon his/her return. They agreed his workload was disproportionally heavy.

International workers with less-than-perfect command of English must work in areas with hazardous materials, but they are not given safety training information in a language that they are certain to comprehend. One foreign-born worker brought an interpreter to a grievance hearing, and was told by the native-born manager that the worker did not need an interpreter. Furthermore, the manager said he would give his response on the grievance to the worker, at the latter's workplace, at a time unspecified (when the interpreter was not present).

T - Credential Students and Job Stress

T is a credential student and complained that credential students are not "classified" in any way. Some are graduates and others are undergraduates, and she would like to see some sort of different classification. She applied for a job, was asked if she were a grad student. She replied that she was in the credential program (she has a B.A. in English). She was hired as a graduate assistant.

Several weeks later, she was told that since she is not in a graduate program, she could not be retained as a grad assistant. She was let go. Other problems she encountered included an attempt to pick up her check and being told that she was not filling out the correct forms. She was eventually paid, but very late.

She feels that this stress has affected her ability to get a job. Since she is not working, she cannot find an apartment (she says she must be working in order to get one); she is living, as a result of all of this, in a downtown hotel.

She feels it is traumatic for students to lose their jobs and get no help in finding another position. She is now thinking about taking legal action against SFSU.

B - Left-handedness

B spent only a few minutes with us. He apologized for taking our time with this issue and thanked us for hearing him.

As an undergraduate in prior years, he felt it inequitable that there were no left-handed desks in classrooms. He spoke to someone in Buildings and Grounds and was told the problem would be eliminated. It was not.

He feels that the University needs to consider the specific needs of left-handed people even though it is no longer a problem for him since he (as a graduate student) now takes a lap-top computer to class.

C. SUMMARIES OF PUBLIC HEARINGS

In order to accommodate various groups, schedules, and comfort levels, public hearings were held in six different locations, at varying hours and days of the week. Ten sessions were designated for specific groups: students, faculty, and staff, with two joint meetings for all groups combined. It should be noted, however, that these were open meetings; students could attend and speak at meetings planned for staff, faculty at meetings for students, etc. Statements from participants as reported below may not therefore represent specifically a student viewpoint, a staff viewpoint, or a faculty viewpoint.

Specific topics were announced: i.e., racism/ethnicity, sexism/sexual harassment, homophobia/heterosexism, and disability and religious discrimination. The Commission received few requests from individuals to provide formal testimony, but open discussion was often lively. In addition, commissioners in attendance were able to enter on demand into dialogue with students, faculty, and staff members present. In addition, the Hillel Foundation, requested and hosted a public hearing during this recovery period.

Statements from these meetings are recorded without comment, on the following pages. Recommendations recorded are those made by persons attending these open meetings. As such, they may (or may not) be found incorporated into the general and specific recommendations of the Commission found in Chapter IV. Comments from these public hearings are summarized in the following order:

1. Racism/Ethnicity
2. Sexism/Sexual Harassment
3. Heterosexism/Homophobia
4. Disability Discrimination
5. Religious Discrimination

1. Racism/Ethnicity

Students: September 21, 1989

Issues:

1. Student complained that her English instructor told her she was not doing college work, but would not work with the student to help her improve. Student thinks she was ignored because of her race.
2. Students feel powerless in the system.
3. Students want help in learning how to use the system.
4. There are not enough programs to help students protect themselves, improve their grades, etc.
5. Are instructor evaluations meaningful? How are they used? Is it worth students' time to complete them?
6. The President has an "open door" policy... this is just lip service.
7. Staff doesn't handle complaints very well or completely.
8. Freedom of speech is always a major issue.

Suggestions:

1. Students need to be empowered.
2. Instructors must be more sensitive and open to students and student differences.
3. There should be more programs that help students.
4. Students need to be informed about their options re: grade appeals, protecting themselves.
5. Advisors should do more to help students work through problems with instructors.
6. Evaluations should not be turned in until after grades are assigned; otherwise, they are not really anonymous.
7. Departments need to be more diligent about encouraging students to complete evaluations.
8. The President should follow through with his open door policy.
9. Staff need to be more supportive about student complaints.

Faculty: October 4, 1989

Issues:

1. Faculty are afraid to speak up.
2. Minorities and women are perceived as underqualified and must do much more in order to prove themselves. They often have larger workloads as well.
3. There are some departments with no faculty of color.
4. There are, in some disciplines, very few people of color and recruiting is difficult at best.
5. Faculty of color must be offered more to lure them away from other positions.
6. The pay range is often only from Assistant to Associate Professor, not enough to encourage applicants.
7. Departments are not given sufficient recruiting money.
8. Housing and cost of living in the Bay Area adds to the difficulty of hiring faculty of color.
9. Departments, when recruiting, sometimes say they cannot find qualified minority applicants.
10. A white professor was ignorant about AIDS when he should have been educating students about the condition.

11. Some disciplines are biased against minorities; minorities do not usually enter disciplines in which they are demeaned.
12. Instructor implied that blacks are inferior.
13. Students often don't want to deal with these issues in class.
14. Students have no background or willingness to learn.
15. Faculty are often protected by tenure.

Suggestions:

1. We need to spend more money to recruit faculty of color.
2. Housing costs should be paid for in the first few months of an individual's moving here.
3. We have to recruit minorities where they are.
4. Departments need to be given more recruiting funds.
5. The pay range should include the entire spectrum.
6. We have to help people become qualified rather than considering them third rate.
7. More public relations about SFSU needs to be done in the community, in order to encourage candidates to apply... create prestige in working here.
8. Professors need to be educated about the students they are teaching.
9. We have to work with faculty rather than counting on students to confront these issues.
10. We have to get students to see this is everyone's problem, in order to get people together to talk.
11. Some faculty should be fired.
12. All faculty need to be sensitive, not just minority faculty.
13. Faculty should be counseled each year of tenure.
14. We need to encourage students to use the faculty and course evaluations.
15. There need to be sanctions, even for tenured faculty.
16. Find out how instructors feel prior to the beginning of the semester. Issues need to be presented by the right people.
17. Once respect for minorities is institutionalized, classes that don't demean minorities will be more popular and more faculty will teach those courses.

Public Hearing on Racism/Ethnicity (Faculty), October 4, 1989
A Summary of Relevant Comments

This public hearing was attended by five Commission members and five guests. Only one of the five guests is identified as a Faculty Member. A person identified as a faculty member from Cal State Fullerton spoke at length; however, he/she did not indicate any experience with SFSU. The following is a summary of relevant comments made by guests from SFSU.

1. Faculty: The number of minorities available for faculty positions is limited. The University should provide financial incentives to attract minority faculty.

2. Graduate Student 1: The University should do more public relations work to attract minority faculty. White faculty are afraid to lose what they have. In one class, the instructor made subtle references that he thought black people were inferior.

3. Faculty: Students of color should get together and confront faculty who make racist remarks. Students should be willing to pay the cost, e.g., lower grades.

4. Staff: Racist complaints against tenured professors are ignored because nothing can be done and other professors tend to protect them.

Staff: July 25, 1989

Issues:

1. Need to understand how the Commission is going to deal with racism on campus.
2. Subtle racism is part of the fabric of our society and we need to deal with that.
3. People of color are perceived as being unable to make policies.
4. Issues are discussed and then forgotten.
5. Perceptions of Affirmative Action hires are very bad.
6. Supervisors are not trained to deal with a variety of ethnic groups.
7. There are very few blacks in positions of authority.
8. Blacks are often seen as one-dimensional.
9. There is no grievance system.
10. Racists are able to hide within the system.

Suggestions:

1. People need to know that the Commission is a fact-finding group.
2. In order to understand the extent of racism on campus, we need to look at the socialization process we go through.
3. Curricula should include positive aspects of black culture, achievements and contributions of blacks.
4. Supervisors should be hired on the basis of the quality of interaction they have with other people.
5. There need to be more blacks in positions of authority.
6. Affirmative Action training should include more education about ethnicity and race.
7. Faculty should be educated that blacks know more about white culture than vice versa.

Staff: October 10, 1989

Issues:

1. Students present didn't know whether this hearing was just for staff or for everyone.
2. Minority staff members do not have a support system.
3. A white male student challenged minority female staff members; the staff were discouraged from taking the situation further. They felt vulnerable and unsupported.
4. There have been more reports of racists incidents in the last five months than in the past seven years.
5. International Relations called to find out if human rights also pertained to them.
6. There is a policy on campus of hiring from inside the University before hiring from outside... what if the person doesn't fit in? [sic: ... if the Human Relations Commission work also applied to international students?]
7. Whites are hostile and don't want to share power.

Suggestions:

1. Flyers should make it clear that all are welcome at these hearings.
2. Staff needs more support.
3. Departments need to stand behind staff in "color" issues.
4. The oppressed should be able to call it what it is: racism.
5. In hiring minorities, we have to hire those from the inside first, and we have to make this policy clear to everyone.
6. We can't let the line "s/he doesn't fit in" be used as criterion for hiring.

7. We need to get rid of the invisible ceiling that keeps people from advancing in their jobs.

2. Sexism/Sexual Harassment

Students: September 25, 1989

Issues:

1. These meetings need to be more accessible. How can we improve turn-out?
2. What is the cost-benefit analysis of sexism in the University?
3. Is sexism subtle or are people confronting each other?
4. How much hostility is there on campus and how do we deal with it?
5. On a recent JEPET exam, there was an offensive question related to [standardized] societal changes... it implied that some negative societal changes are the result of women's role changes. This is a sexist assumption.
6. How can we make people more aware of the nature and extent of sexism?
7. There is a lot of offensive behavior on campus.
8. Some students feel reverse discrimination.
9. There is a lot of hostility in the working world... how can we address it and prepare students for it?

Suggestions:

1. We need to have hearings at a variety of times, give some sort of incentive for coming and show that it is important for the University to fight these things.
2. We should educate people about the subtle forms the "isms" take.
3. We need a place where people can give complaints anonymously.
4. The Commission report should include experiences, without names and places included.
5. We need classes in appropriate behavior... required classes.
6. People need to learn respect for others and should be held legally responsible for their behavior.
7. The victim should not be blamed for the actions of the offender.
8. We need to pay attention to calls of reverse discrimination.

Faculty and Staff: October 12, 1989

Hearing cancelled due to lack of attendance.

3. Heterosexism/Homophobia

Students: September 28, 1989

Issues:

1. There is homophobia on campus.
2. There is also the problem of lesbians' and gay men's invisibility on campus.
3. Students, whether lesbian/gay/bisexual or not, are often afraid or threatened about bringing issues of sexual identity to the forefront.
4. EROS and the Women's Center and the Lesbian/Gay Alliance do not get the same kind of support (financial or emotional) that other student organizations get.
5. A student who volunteered to be a lesbian-sensitive advisor was never called on.
6. Offensive language is pervasive.

7. Students are fearful of having a lesbian/gay course title on their transcripts; as a result, these courses are often under-enrolled and in danger of being cancelled.
8. There is the additional problem, within the gay and lesbian community, of racism and sexism as well as internalized homophobia.
9. Student morale sometimes goes down in classes which are taught by a faculty member who is perceived to be lesbian or gay.
10. People are afraid of going out on a limb by being "obvious" in their sexual identity.
11. Taboos about sexual identity create difficulty in the establishment of lesbian and gay programming.
12. There is academic denial about sexual identity issues.
13. Instructors who are closeted gay and lesbian rob students of positive role models.
14. Some instructors apologize for including gay and lesbian material in their courses.
15. Students coming from high school or other colleges and don't see sexual diversity are often afraid to let others know about themselves.
16. Name calling and terminology which is offensive are institutionalized to the extent that gay/lesbian students are further threatened about coming out.
17. There are a few classes in which sessions related to homophobia do a great deal of good. There should be more of these.

Suggestions:

1. We need to do more documentation of things happening on campus.
2. We can facilitate discussions about homophobia in classes and have instructors get sensitivity training around these issues so they can deal with sexual diversity.
3. We need behavior guidelines.
4. We need to find ways of identifying others so that we do not feel so isolated.
5. There should be an offensive language code.
6. We have to address issues and not make them taboo, or discrimination gets worse.
7. Offices should have knowledgeable people in them.
8. We need support and networking for lesbian/gay faculty, staff and students.
9. Workshops and conferences to lessen homophobia.
10. Students should feel this is a safe environment.
11. There should be a list of gay instructors.
12. There should be gay-sensitive public safety officers.
13. SFSU needs to show prospective students that it is a proactive institution.
14. If there were an expulsion rule for slander, couples would feel freer.
15. Support, not ghettoization.

Faculty and Staff: October 16, 1989

Issues:

1. There are very few staff and faculty at this hearing.
2. Faculty and staff issues are much the same as student issues: fear of incrimination, threats, offensive language, etc.
3. Faculty fear that if they are "out", students may not take classes from them because of homophobia.
4. Language is often used to demean gay men/lesbians.
5. One psychology book used by a student stated that gay men cannot control their impulses and are abnormal due to an extra "y" chromosome.
6. Academic freedom implies the right to say what one wishes, but should also imply that the other side will also be considered.

7. We can't have academic censorship, but faculty will not easily change their attitudes or behaviors.
8. Faculty use words that may not be offensive to the general public but are offensive to individuals in classes and outside of classes.
9. It is difficult to be everything to everyone. Faculty can't support every issue without help from students in their classes.
10. A professor stated that there is the general idea in some departments that gay men are not real men.
11. Gay/Lesbian faculty and staff experience isolation in their departments.
12. Articles are sometimes not published because of homophobia.
13. Tenure and promotion may be on the line and related to homophobia.
14. Some faculty have never been asked to do the things other faculty members do because of their sexual identity.
15. Colleagues are not particularly supportive.

Suggestions:

1. Homophobic tensions need to addressed forthrightly.
2. Students should not be given just one side of an issue; need to make sure that academic freedom includes comprehensive education.
3. Our language needs to be changed.
4. More faculty and staff need to come out.
5. Students should be allowed and encouraged to write about and talk about topics related to homosexuality without reprisals.
6. We need sensitization campus wide.
7. Symposia/conferences, workshops on heterosexism, homophobia and sexual diversity are necessary.
8. We need a message from the top about the issue.
9. We have to compare homophobia to racism and deal with it.

4. Disability Discrimination

Students: October 3, 1989

Issues:

1. The elevator in the Old Science Building was scheduled to be shut for a month during the semester, making the building inaccessible. The office responsible for 504 coordination gave permission for the shutdown. The moduluxes for faculty did not have access for physically disabled students. (students, faculty)
2. DSS is responsible for making the physical plant accessible to the disabled, but it does no more than check blueprints against the State Architectural Barrier Standards, a minimum standard. This results in violations of federal law, which requires that the facilities be usable by disabled persons. (student)
3. There are almost no disabled faculty to serve as models.
4. Support services are not supportive (students)
5. Support services don't inform professors about how to make accommodations appropriate for each student (student, faculty). DSS does not inform professors of students' disabilities in a timely manner. (student)
6. Disabled students are ignored and problems swept under the rug. (student)
7. Students need recourse to a neutral person, preferably someone not employed by the University. (student)
8. There are no effective appeals or grievance procedures. (student)
9. Professors refuse to accommodate disabled students. (student)
10. DSS does not send letters to visually impaired students using a medium like braille or tape which they can access. (student)

11. There are no ethnic minorities on the DSS staff. (student)
12. The staff in DSS is not doing its job. (student) DSS does not make support services available until late in semester, causing disabled students to fall behind and do badly in their courses. (student)
13. Professors don't know how to recognize students with learning disabilities. (student)
14. Disabled students are discouraged from participating in field trips. (student)
15. Faculty find disabled students draining. The problem is exacerbated because the University is so crowded. (administrator)
16. Faculty try to deal with disabled students as if all of them have the same disability. (student) Disabled students often have low self-esteem; setting them up to fail undermines their confidence even more. (student)

Suggestions:

1. Facilities operations needs to conduct all its work with an understanding of the needs of the disabled. (student)
2. Building guidelines which are designed to make facilities actually usable for the disabled need to be imposed. A person with experience in designing accessible facilities should be involved in all plant operations. (student)
3. There should be more disabled faculty, particularly in departments which teach about the disabled. (student)
4. Faculty needs to be educated to understand the needs of the disabled. (student) More faculty who understand the disabled should be hired. (student)
5. Obtaining needed accommodations should not always have to be totally the responsibility of the student. (student)
6. The University should hire a neutral party to help disabled students. (student)
7. There needs to be more communication with DSS in respect to obtaining such services as readers and notetakers. (student)
8. Faculty need more information from DSS and need to receive it in a timely manner. (student)
9. There should be more minorities hired in DSS. (student)
10. There should be a liaison in every department. (student)

Faculty and Staff: October 27, 1989

Issues:

1. The university has traditionally reserved some jobs for persons with visible disabilities. This is unfair to persons with hidden disabilities. (staff)
2. Some factions are saying that the new DSS Director does not have a valid disability, and this is discriminatory. (staff)
3. Faculty are open to students with visible disabilities but disregard students with hidden disabilities. Students with hidden disabilities do not receive the same protection from faculty. (staff)
4. Students with hidden disabilities are stressed by having to have documentation of their disabilities. (staff)
5. Professors have academic freedom. (staff)
6. There are not enough services for the impaired. (staff)
7. Project Learn and DSS are not effective in convincing professors. (student)
8. DSS cannot make faculty do things, so litigation is the next recourse. (staff)
9. Grievance processes are ineffective. (student)
10. Physical access on campus is a problem. It is hard to know what is going on in all the buildings on a large campus. This is a big institution which has red tape and budget problems. The earthquake may divert funds away from making facilities accessible. DSS has a volunteer who review blueprints an this is sufficient. (staff)
11. Faculty and department chairs do not receive information and training about dissabilities. (department chair)

12. The finger should not be pointed at faculty only. The highest administration does not take disabilities seriously. (staff)

Suggestions:

1. People need to know more about support services. there needs to be more outreach and training. (student, department chair) Students should be permitted to conduct sensitivity training with professors. (student)
2. Hidden disabilities need to be acknowledged. (staff, student)
3. People with hidden disabilities should be treated as well as people with visible disabilities. (staff)
4. The University should hire an impartial overseer. (student)
5. Litigation is the next step if professors won't accede. (staff)
6. Departments should appoint liaisons who know about disabilities. (staff, student)
7. The highest administration should take disabilities seriously.

5. Religious Discrimination

Faculty, Staff and Students: November 1, 1989.

Issues:

1. A professor teaches about the Middle East and presents a one-sided view—not only incomplete but anti-Semitic as well.
2. A guest speaker in the above professor's class asserted that San Francisco—it's politics, finances and homelessness problem—is controlled by Jews.
3. Jewish students are reluctant to stand up to this professor's bias. Non-Jewish students believe the distortions about Zionists and about Israel.
4. There are inadequate means to address faculty bias. Little is done with teaching evaluations if the faculty member is tenured. Little is done in any case.
5. One bad teaching review is evaluated with thirty good ones and they are given equal measure. That's not right.
6. A fundamentalist preacher on campus made anti-Semitic remarks to a crowd of students.
7. A Jewish student argued with the fundamentalist preacher; she was harassed by people in the crowd, and later a Star of David was pasted on the door of her dorm room.
8. In one recent AS election, a coalition of various groups won:

   In the coalition was a Cuban running for Vice-President, and he received death threats, and threats towards his family and car. There were lies printed in the *Gater* about racial tensions between him and members of a Greek fraternity, who supposedly called him a racist because he had a token Jew on his coalition.

   We are told that Zionism is racism. We are told that Zionists helped Hitler kill Jews.... This ideology and rhetoric gets mixed and in the wrong places. At the Central American table in the Student Union, a lady had the Palestinian flag. She started telling me [that] Zionists are racist and all of that.

It is intimidating Jewish people about their identities. Insidious rhetoric causes problems: Astudent who was up for a position in the AS Legislature was denied because she was a Zionist. They just knew that she was Jewish, that's all. She was completely qualified.

9. Threats are made against students. At a party, a Palestinian student called Jews "kikes."
10. Jewish students say they are told they have nothing in common with minorities. They are told they are not persecuted and are not acknowledged as minorities subject to discrimination.
11. A staff person was accused of being a "Jewish princess" during a discussion of scheduling a meeting.
12. Stereotyping and anti-Semitism occurs among staff.

Suggestions:

1. Professors who give blatantly biased presentations should not be teaching [about the Middle East.] Even if the professor has a point of view, courses should give both sides of controversial issues.
2. There should be an effective channel in the university for consideration of student complaints about bias in the classroom.
3. Anti-Semitic rhetoric on campus should be taken more seriously by the university.
4. Jews should be recognized as a minority that has been and is discriminated against.
5. The university should foster better communication and understanding among students generally and between student groups, perhaps through informal gatherings.
6. The university should consider the establishment of a required course on stereotyping; or of a component of orientation that deals with student relations, prejudice, and stereotyping.

D. CAMPUS POLICIES

As many campus policies as could be located, related to areas of the Commission's charge, were collected and compared. They range in date from 1971 to 1990. Some are designed for one campus population (e.g., students) while others address themselves to the entire university community. These policies number hundreds of pages; they may be found in Volume IV as a source for further study and recommendations, in the light of their adequacy in dealing with issues cited elsewhere in the report and of emerging policies from universities elsewhere in the nation.

E. A SURVEY OF NEWS REPORTS AND OF THE LITERATURE

A task force conducted a literature search on human relations and discrimination issues on U.S. campuses. The search cast a broad net over the topic and gathered a range of demographic, quantitative and qualitative information. The information was developed through a variety of data base searches including ERIC (Educational Resources Information Clearinghouse), PsycLit, and DATATIMES, with particular reference to statewide news in the Sacramento Bee.

Our survey included a search of the Chronicle of Higher Education and local newspapers. The Knight-Ridder wire service was also used to locate stories that were related to this topic.

In addition to these searches, nearly a dozen colleges were contacted and requests were made for their commission reports regarding discrimination on those campuses.

Although all areas of discrimination on college campuses were searched (though the means described above), most information was found on issues of race, and to some extent ethnicity.[*] Quoted below are some typical headlines from this period:[3]

> "Black Students Seen Facing 'New Racism' on Many Campuses"
> "At Oberlin: Liberal Traditions, Intentions are No Guarantee of Racial Harmony"
> "At Penn State: Polarization of the Campus Persists Amid Struggles to Ease Tensions"
> "At Texas: Undercurrent of Hostility Amid Efforts to Promote Multiculturalism"
> "At Greensboro: Blacks Chafe at Stereotyping, White Students Assail Emphasis on Race"
> "Racism Called a Problem at New England Colleges"
> "Hispanics, State's Fastest-Growing Minority, Shut Out of Top Positions at U. of California, Leaders Say"
> "National Faculty Hiring Goals Flout the Demands of Many Women..."
> "Women Professors Pressing to Close Salary Gap; Some Colleges Adjust Pay, Others Face Lawsuits"
> [Stanford Receives] "$1 Million Grant to Foster Multicultural Courses"

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[*] Despite follow-up searches, sizeable gaps remain in other areas of our charge, as in the matter of discrimination against gay, lesbian, or disabled persons. Constraints of time and resources mitigated against intensive subsequent searches of the literature. This is an area for further research.

More cryptically:

> "Books by Dead, White Western Males"[*]

And, more typically:

> "More Anti-Semitism is Being Reported on Campus, but Educators Disagree on How to Respond to It."

Indeed, even this cursory review of current news reports indicates that *educators disagree on how to respond* to this renewed and broadened American dilemma.

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[*] Quoted in "Melange," The Chronicle of Higher Education, January 24, 1990, page B4, in which Allan Bloom states: "...if the success of my book [The Closing of the American Mind] has had a positive function... I would hope that I encouraged some people who still love Shakespeare, Plato, and Nietzsche to resist the powerful movement--most notably symbolized by Stanford--to deprive younger people of books written by dead, white, Western males. What's wrong with them? I'm about to become one."

CHAPTER IV

RECOMMENDATIONS OF THE COMMISSION

After a review of the preceding findings from the five targeted, or "issue group," perspectives of its charge (i.e., race/ethnicity, gender, sexual identity, religion, and disability), the Commission met to consider its recommendations. These were divided into three groups: (1) general recommendations of the Commission, (2) issue group recommendations endorsed by the Commission as a whole, and (3) issue group recommendations not fully studied at the time of this report and as such not adopted by the Commission as a whole. This chapter is organized to reflect that grouping. The ten General Recommendations that follow are a product of the combined thinking of the Commission and of its five issue groups. These ten combined recommendations reflect those ideas which appeared to address needs across issue groups and campus populations.

A. GENERAL RECOMMENDATIONS OF THE COMMISSION

1. *That a cabinet-level Office(r) for Human Relations be established*, reporting to the President.

Explanation

The purpose of this office and of this cabinet-level position would be to provide leadership, direction, coordination, and accountability for the University's efforts toward achieving a positive and equitable human relations environment for all its members. The office would take the lead in promoting a campus environment free of discrimination and supportive of individual and group achievement, regardless of differences based on race, ethnicity, gender, sexual identity, religion, and/or disability. Further, this office should serve as a centralized authoritative source on policies and regulations in the area of equal rights, and should provide a locus of mediation and redress when other specified measures fail.

Objectives of this office and duties of this cabinet-level officer would include the following:

Developing and implementing a master plan to ensure a central focus by all groups toward a discrimination-free campus environment;

Reviewing campus activities and units involved in affirmative action, equal opportunity, harassment counseling, reasonable accommodation, and/or grievance resolutions not covered by bargaining unit contracts;

Establishing an appropriate ombudsman structure in the University;

Developing and coordinating a master plan for orientation and training efforts among faculty, staff, students, and administrators in the field of cultural, ethnic, and social diversity;

Establishing clear channels of communication with students, faculty, staff, and administrators to solicit and provide information and counsel on matters related to equity, redress, and new and existing programs concerned with discrimination and human relations;

Communicating the direction and progress of such plans to the President, University administrators, Academic Senate, and to the campus community on a periodic basis, and to the California State University, the legislature and the broader community, as appropriate.

This cabinet officer would perform the duties of this position with the advice of a broadly based committee, such as the present Commission and under the general direction of the President. Apart from support staff, the direct supervision of others is not initially contemplated. The incumbent would, however, contribute to performance evaluation input for program officers working in this human relations field.

Qualifications for this position should include the following:

Thorough knowledge of the principles and practices of university organization, management, programs, and instruction;

General knowledge of CSU, state, and federal regulations and legislation pertinent to the University;

Specific knowledge of issues of equity, equal employment opportunity, affirmative action, grievance settlement, mediation, counseling, and redress;

Knowledge of and demonstrated sensitivity to issues surrounding individual and group differences based on race, ethnicity, gender, sexual identity, religion, disability, and age;

Demonstrated ability to represent the University effectively before campus constituents, a pluralistic community, public agencies, and profit and not-for-profit entities;

Skill in public and interpersonal communication, both written and oral;

A minimum of five years of successful and increasingly responsible academic or related administrative positions, particularly in the area of multi-cultural outreach and human relations program management. This experience should give evidence of the capabilities, knowledge and skills outlined above. A graduate degree is required.

Justification

Staff/Administrators surveys were strongly divided by race in their veiw of "top administration commitment to multiracial understanding and cooperation." (Chapter III, page 53.) Only 22% of students responding to the UCHR survey felt that "grievance procedures at S.F. State for handling student complaints about bias and discrimination are fair and effective." Fifty-four percent thought administrative staff "are not really interested in my problems," and 38% held a similar view of faculty. (Chapter III, page 21)

Student respondents ranked as their second lowest priority "programs and activities to deal with bias and discrimination." Faculty were about twice as likely to give these a high priority. (Chapter III, page 23) Yet opposite opinions were voiced in confidential testimony, in public hearings, and in discussions of the Commission itself. For example:

> M spoke of the inequitable treatment often given to black students and white students when both are accused of the very same misconduct... [and] gave examples of lack of leadership and lack of even symbolic action in establishing an appropriate climate for learning on campus. M emphasized that there must be strong leadership "from the top down" mandating non-discrimination. (Chapter II, B.1.M)

In the public hearing on religious discrimination (November 1, 1989) students protested that there are inadequate means of addressing faculty bias: "Students believe...that little is done with student evaluations of teaching if the faculty member has tenure, and that there is little the university will do in any case." At public hearings on homophobia and heterosexism, commissioners heard that many gay and lesbian students "do not challenge homophobic remarks for fear of grade retaliation... and that faculty feel "there is a possibility of promotion and tenure being withheld because of sexual orientation." (Issue Group Report of Homophobia and Heterosexism, page 6, Appendix I)

In summary, data gathered by the Commission from all modes strongly indicates that existing campus structures for redress in cases of harassment and discrimination are not widely known or understood; nor is there adequate indication of rights, policies, or how to use them. The evidence further indicates that coordination among these structures is modest at best, lacking in focus, prominence, and proactive orientation. The result is that our existing structure for combating discrimination actions is far less effective than it could be, and than is needed. Hence this cabinet-level position, reporting to the President, is recommended.

2. *That ethnic, cultural, and social diversity workshops be presented for each new faculty member, staff member, or administrator, during his or her orientation to the University and again in ongoing programs of staff and faculty development.* The School of Ethnic Studies would be expected to play a major role in the development and presentation of these workshops. The University is urged to consider the semi-annual faculty development days as special opportunities for such workshops.

Explanation

Faculty and staff are a reflection of the culture and educational systems which prepare them. As a group, we are exposed as agents or objects to the subtle and not-so-subtle effects of prejudice, social stereotyping and discrimination. Many have been ill-educated about disability, gender, language variation, religious variation, sexual orientation, ethnicity and race. As members of the University community and as leaders in this community, we need the opportunity to regularly explore strengths and weaknesses in regards to issues of diversity and the effects of these issues on professional and interpersonal relations at the University. Moreover, support is needed to develop potential to be better educators and role models of social change within and beyond the University.

These workshops should include academic information concerning the nature of prejudice, stereotyping and discrimination. Workshops should clearly explain the distinction between how these processes occur in individuals as opposed to institutions. They should explore the similarities of these social processes across target groups as well as the unique manifestations of these processes for each group. There should be practice sessions in order to help participants understand what they can do to change their actions, their disciplines and their work environments.

All workshops presenters should place their trainings within a framework that teaches the history, culture, practices and contributions of each of the target groups from the point of view of the targeted group. In order to promote better interactions among diverse people, it is necessary that each understands at least basic information about the nature of other groups. To accomplish this, workshops may need to dispel old myths and present new information from new perspectives.

Justification

In the staff/administrator survey, nearly 3 out of 4 reported experiencing at least occational abuse based on gender, race, sexual identity, religious beliefs, disability, or national origin. Race was found to be the strongest predictor of abuse at SFSU. (Q2, Chapter III, page 49). In our surveys of faculty and student attitudes concerning the social atmosphere, there is a striking paradox. Though both students and faculty generally feel that the overall atmosphere is fairly good, they consistently report that a number of the groups on campus are treated worse "than average". In contrast to the first point, there is agreement across groups that some ethnic groups, some religions, and gays and lesbians are treated relatively poorly. Finally, there remains a third discrepancy that, generally, members of groups that are seen as being treated worse also perceive a greater amount of prejudice and abuse than do members of groups that are not seen as treated poorly (i.e. members of minority groups generally perceive more discrimination and abuse than do white heterosexuals).

These inconsistencies may produce a more disturbing social climate than even consistently negative attitudes would. In a community where most agree that some groups are treated worse and, yet, still feel that intergroup relations are basically fine, there is the possibility of complacency leaving important problems to ferment. Moreover, when those most affected and those least affected have distinctly different views of the extent of the problem, the misunderstanding between them could fuel even greater tensions.

One faculty member mentioned that "(l)egislation and impositions of human rights does nothing to change attitudes and subtle forms of discrimination". He/she raises an important point. Since a person's attitudes and thoughts are and ought to be legally protected, legislating them is neither possible nor desirable. Educating these beliefs and legislating their correlated discriminatory behaviors are, however, known to be effective. Education can influence beliefs, and changing behaviors not only changes the actions of a person but often times also produces corresponding changes in attitude (Bandura, 1969). These workshops serve as the educational portion of the attitude change process.

In the staff/administrator survey (Q113C) 63% of repondents agreed that "people on this campus spend too much time emphazing their differences with people of other races, religions, etc.) rather than exploring values and goals they have in common." The recommended ethnic, cultural, and social diversity workshops can help meet this need.

It is not just the perception of students that faculty and staff are insensitive as demonstrated by the Asian student who reported that "some faculty act towards Asians like Asian bashers(;) other professors act towards them as model students." Even faculty mention such insensitivity,e.g. the quotation from one faculty member, "I occasionally hear stories of faculty exasperation over the weak English skills of these (non-native) students. One professor suggested students could get their verb tenses right if someone just 'put a gun to their heads'."

The problem is not just acts of prejudice and discrimination, it is also a matter of the content of our curriculum and the methods we use to deliver educational services. One white faculty member states, "But I think a more profound problem for our students is the way we cover or don't cover material that reflects their own lives and cultures. Even in the classes that try to be multicultural, the paradigm is white and then we compare others to it." This point is as relevant to the delivery of academic services as it is to classroom education. The University needs to encourage relevant information, services and delivery styles that serve the needs of the range of people in the community. It is well known that different groups often need different services with corresponding service-delivery styles.

Our faculty and staff need safe and effective educational fora where they can explore their resistance to diversity. They need practice in implementing their knowledge about various groups in the content and the methods related to their services or curriculum. Finally, they need basic education about the nature and scope of the contributions of each of the target groups to world civilization.

3. *That the University strengthen its curriculum and degree requirements by requiring at least the equivalent of two 3-unit courses which address all of the following: racism, sexism, homophobia, ageism, religious discrimination, and discrimination toward the disabled, and cultural, ethnic, and social diversity, with the goal of enhancing mutual understanding, reducing intolerance and discrimination, and strengthening students' knowledge and appreciation of the cultural history, cultural identity, cultural contributions, and social conditions of other groups. That the University consider the possibility that entirely new courses are necesary in this area. That ways be found to ensure that all graduates of San Francisco State University, including transfer students, be exposed to a strengthened requirement.*

That the Academic Senate and the Vice President for Academic Affairs, charge appropriate Senate committees and the Dean of Undergraduate Studies with the task of mounting a University-wide review and development process during the fall semester 1990, in order to submit specific recommendations to the Academic Senate in spring 1991.

That the charge for this effort include the establishment of a reorganized faculty structure for monitoring any new requirements.

Explanation

The University now requires for B.A. and B.S. degrees General Education courses that meet criteria for focus on American Ethnic and Racial Minorities (AERM, in Segment II) and on Cultural, Ethnic, and Social Diversity (CESD, in Segment III). At the time of adoption, these requirements were commendably progressive. However, the structure of these requirements was laid down essentially ten years ago; the courses approved as meeting the requirements were typically developed between six and ten years ago.

Both AERM and CESD are "overlay" requirements; that is, they are additions to other fundamental purposes of the courses involved. This is an inherently weak and uncohesive form of curricular requirement. Furthermore, only the CESD requirement applies to the majority of our students, who transfer from other colleges. The Commission believes that ways must be found to ensure that all graduates of San Francisco State University are exposed to a strengthened requirement.

In addition, both our understanding of the endurance of racism and other kinds of prejudice and our knowledge of cultural history and cultural contributions have grown in recent years. We submit that it is time to rethink the goals, content, and form of the University's requirements in this area.

Because of the importance and scope of this effort, the Commission recommends that the Academic Senate and the Vice President for Academic Affairs, charge appropriate Senate committees and the Dean of Undergraduate Studies with the task of mounting a University-wide review and development process during the fall semester 1990, in order to submit specific recommendations to the Academic Senate in spring 1991. This effort should draw upon the leadership and special expertise of faculty in the School of Ethnic Studies, the Women Studies Program, the Gerontology Program, the Human Sexuality Studies Program, and elsewhere in the University, and should have the wherewithal to consult with experts outside the University as well.

The charge for this effort should include the establishment of a reorganized faculty structure for monitoring any new requirements. The present monitoring structure for AERM and CESD courses in the General Education Program includes a separately elected committee for AERM; three separate Segment II committees, one for each area; the Segment III Committee, which administers the CESD requirement; and the General Education Council. This arrangement is unwieldy and fragmented with respect to the goals of the Commission's recommendation.

Justification

There is ample evidence in the Commission's hearings and surveys of prejudicial, intolerant, and discriminatory behavior by students toward other students. Although a majority of students surveyed agree that human relations on campus are relatively good compared to off campus--and this is real cause for optimism--it is also true that typically half or more of the students in particular groups (e.g., blacks, Asians, gays/lesbians/bisexuals) reported that they had been offended, put down, or physically or emotionally abused by other members of the campus community based on their group identity at least occasionally (students responding rarely, sometimes, or often, Student Survey Question 2).

It is impossible, of course, to separate actual events on campus from the general perception of group-based discrimination off campus. Specific incidents of discrimination and abuse on campus are shared and become widely known within a group. Even if some members of the group do not experience discrimination directly, such incidents confirm on campus the justified fear of discrimination they feel in society at large.

There is ample evidence in the Commission's hearings of the potentially deeply discouraging effect of group-based hostility on minority group members. Students have reported to us their fear of pursuing group-related issues in courses because they expected hostility, and discouragement from pursuing career aspirations because they realized they would be discriminated against.

The Commission's recommendation for strengthening curricular requirements does not of course stop with our concern for human relations on campus. Rather, we see the University as preparing its graduates for a lifetime of citizenship. During their lifetimes, our graduates are likely to have numerous encounters with expressions of group-based prejudice and discrimination. They should be prepared to understand and confront such expressions; some should be able to exercise leadership. The Commission believes the University can do much more in this area than we do at present.

4. *That a clear, comprehensive, and attractive handbook of student rights, responsibilities, and roads to redress be compiled, published, and distributed to every student who matriculates or who registers for credit courses at the University.*

Justification

While there are a variety of policies related to student, staff and faculty conduct, they are found in a multitude of publications such as The Bulletin and The Faculty Manual, or copies are kept in a number of campus locations, e.g., the Office of Student Affairs, Personnel Office, and Faculty Affairs Office. New members of the campus community, especially, may be unaware of existing written policies.

Based on the evidence gathered by the Commission it is clear that members of the University community are not well-versed regarding these University policies and procedures. For example, students at the public hearing of September 21, 1989, stated that they "feel powerless in the system" and want help in learning how to use it. At a hearing on disability (October 3, 1989), students reported that there are no effective appeals or grievance procedures. Those attending hearings on sexism/sexual harassment and homophobia/heterosexism stated that they are "afraid to go out on a limb" or to lodge formal complaints. Further, many policies are not explicit in their definitions of terms or in explanations of processes and procedures for redress. These policies, such as the student disciplinary policy, need to be reexamined for clarity.

A comprehensive student manual would include a statement of conduct for University students, staff and faculty, all applicable policies and procedures, as well as the services and resources available on campus.

5. *That the University's outreach and retention efforts be increased to improve the recruitment, retention, and graduation rates of ethnic minority students:*

   a. *that the University, as part of its outreach program, coordinate and develop effective strategies and partnerships with public schools to assure adequate preparation of elementary/middle school-aged children for eventual college entrance;*

   b. *that the University continue to monitor the effect of the new CSU admissions requirements as they affect access of ethnic minority students;*

   c. *that the University develop cultural, academic and social services for greater retention of ethnic minority students.*

Justification

The percentage of minority young people attending college has declined since the mid-1970's (American Council on Education, 8th annual Status Report on Minorities in Higher Education, January 1990). From 1976-1988, low income black high school graduates going on to college declined to 30% from 40%; for low income Hispanic high school graduates, the decline was to 35% from 50%. college participation rates for middle income blacks fell from 53% in 1976 to 36% in 1988; corresponding rates for Hispanics dropped from 53% in 1976 to 46% in 1988. Although the CSU does not maintain data on economic status, between Fall 1986 and Fall 1988, participation rates for first time freshmen from California public high schools increased 14.7% for blacks and 29.6% for Hispanics (CSU Stateline, February 1990). While CSU and SFSU participation rates of minority students have been on the rise owing to existing educational equity programs, the University should continue to take action to expand the pool of eligible minority students. Effective precollege programs which provide support and encouragement for students from elementary school to graduate school need to be coordinated. The University should increase collaborative efforts with school districts on improving literacy skills for students of color.

The American Council on Education report attributed higher college admissions standards as one possible source for the national decline of minority student attendance. In 1984, the CSU began to phase in more stringent course requirements. Between Fall 1984 and Fall 1988, first-time freshmen enrollment in the CSU increased 13% for blacks, 50% for Hispanics, and 23% for Native Americans. Overall enrollment increase for first time freshmen after the introduction of tougher admission requirements was 27% (CSU Stateline, February 1990). The phase-in period ceases with the class beginning Fall 1992. The University needs to monitor the impact of full implementation of the new admission requirements on the participation rates of ethnic minority students.

A rich, exciting, intellectually stimulating campus environment is fostered by admission and retention of a multicultural student body. For ethnic minority students who are now enrolled, adequate academic support and enrichment services must be provided.

6. *Goals and objectives for hiring should be established—with consequences. The Commission reaffirms the University's written Affirmative Action plan adopted in 1984:*

> *The concept of an Affirmative Action plan includes knowledge of where we are now; goals for where we should be; and immediate training, and career advancement programs that will result in wider representation...It also requires frequent evaluation and analysis to ensure that implementation of the plan continues...Failure by schools, divisions and departments to make satisfactory progress will result in review and action by the Provost including the restriction of faculty positions and budgetary allocation.*

The Commission recommends that this plan be fully implemented: a) All plans, goals, and departmental and school evaluations should be published annually. b) There should be immediate and appropriate consequences for departments/schools found not in compliance. c) Those departments/schools making progress should be provided immediate incentives, including position allotments and budgetary awards.

Explanation

There should be an increase in the numbers of minority administrators, faculty and staff. The absence in departments or programs of persons of color and other underrepresented groups in full-time positions should be a factor in the allocation of positions when the requesting department or program demonstrates a proactive commitment to achieve a minority hire. There are departments and programs which for historical reasons lack persons of color and other minorities. In the pursuit and allocation of scarce new tenure-track positions, affirmative action hiring should be seen as an important and legitimate basis for allocating new positions. All departments and programs should be eligible for increased positions based on their ability to attract underrepresented professionals.

Justification

Only 7% of faculty survey respondents ranked searches for new disabled faculty as "very thorough" and a total of only 19% considered the searches moderately or slightly thorough (Chapter III, page 23). When asked to identify the major deterrent to hiring minority faculty, most faculty indicated that they believed the problem was the lack of such candidates in the potential applicant pool. Data referred to in the Report of the Joint Legislative Committee on the Master Plan (California Faces..., 1989) indicates that, in the state university system, the hiring pool is not necessarily the major problem. "[M]ore to the point, the statistics of hiring show that even when the pool exists hiring does not proceed apace." Further, the dramatic increase in minority hires last year, when the University offered incentives for such hires, is unlikely to be the result of a larger applicant pool. Faculty appear to be sensitive to this discrepancy when they report in the Commission's survey that they think that the Affirmative Action Plan is good, its goals are good, but its results are disappointing. (Chapter III, page 23). In the staff/administrator survey, different views obtain (Chapter III, page 56). While 28% of the respondents thought SFSU's affirmative action programs have improved over the past five years, they were less likely than faculty to see improvement. Among black staff/administrator respondents, for example, 21% thought the programs were worsening. In addition staff/administrators were "much more likely than faculty to cite "overt prejudice" or "implicit discrimination" as a limiting factor" (as opposed to "scarcity") in hiring members of underrepresented populations. In one confidential hearing (No. 2), J described the difficulties ethnic minorities have in getting promoted after being hired. There are "constant and capricious changes in rules and regulations that work to keep employees from moving to higher levels."

Only 12% of tenured faculty in the CSU system in 1985 were minorities (6% Asians, 3.1% Latinos, .4% Native Americans, 2.5% Black). There are many possible explanations for the lack of minority faculty. Institutionalized racism is seen as a persistent and fundamental problem. The exclusion of minority professors, commonly known as the "clone syndrome", can lead to committees which choose to hire white, male professors similar to themselves.

Promotion, tenure and retention processes criteria appear to be as problematic as the hiring procedures. The SFSU Affirmative Action Report, 1984, cites the following complaints by minority faculty. "Excessive committee work is expected,...Greater achievement is needed for women/minorities; they are not taken seriously... Research on ethnic issues is not valued." Blum (1988) reports that "the study by blacks of black culture is not viewed as top quality work by an academic community dominated by European and American scholarship" . The report cites one professor who was denied tenure because she did not separate her field, literature, from social issues.

In 1989, the University launched a unique affirmative action incentive plan—to hire an additional person of color or a disabled person after a department or program has made such a faculty hire. Other steps should be taken to increase the numbers of minority faculty positions. In addition to the measures already cited, solutions adopted by other campuses have included aborting searches that do not include minorities, creating an executive level office of minority affairs, recruiting aggressively, including an official faculty affirmative action advocate on each search committee, and bringing ethnic minorities in as visiting professors (Spann, 1988).

7. *That the University develop ways of obtaining and incorporating reports of racist and other kinds of discriminatory behavior into its procedures for evaluating courses and teaching, and for evaluating faculty for hiring, retention, tenure, promotion, and post-tenure review. Further, that the University develop similar procedures to recognize positive behaviors that support sensitivity to cultural, ethnic, and social diversity and which promote positive interactions within the multicultural University.*

   a. *Specific questions related to ethnic, cultural and social diversity should be developed and required in student evaluations of teaching.*

   b. *Policy should be developed to require departments to solicit student responses to courses and teaching and to assess faculty with respect to racist and other discriminatory behavior and courses with respect to the inclusion of course materials from minority group perspectives.*

   c. *Language in hiring, retention, tenure, post-tenure review and promotion policy about racist and other discriminatory behavior should be strengthened; explicit reports on this dimension of faculty performance should be required along with the evaluations already required with respect to teaching, research and other creative activity, nonteaching activities, and community service. Similarly, input shall be solicited regarding faculty sensitivity to, effective teaching about, or positive interaction with respect to these individual and group differences.*

   d. *An active and responsive ombudsman function should be available to students to handle complaints in these areas and to work with departments and faculty on them.*

Justification

Substantial evidence obtained by the Commission points to faculty as significant generators of incidents perceived by students and by other faculty as "abuse, mistreatment, or disadvantage" based on group characteristics (Faculty and Student Survey, Question 4), and to the classroom as a prime locus of such incidents for members of minority groups. Of all students surveyed--not just members of minority groups--only 25 percent reported never encountering abuse, mistreatment or disadvantage caused by faculty; 27 percent reported never encountering such situations in the classroom (Student Survey, Question 4). Of faculty surveyed, 58-66 percent reported directly observing or experiencing discrimination toward faculty members by faculty in the form of negative remarks, attitudes, and social behavior (Faculty Survey, Question 4). Smaller but still substantial percentages of faculty--36-45 percent--reported observing or experiencing discrimination by other faculty in the more directly work-related areas of teaching and committee assignments and retention, tenure, and promotion (Question 4).

The Commission's hearings also produced reports of a range of potential or actual problems:

- An instructor apologized to a class for assigned reading about homosexuality by homosexual authors, making it clear that the common understanding in the classroom was heterosexual and that homosexuals were outsiders in that context.

- An instructor in a course that meets the Cultural, Ethnic, and Social Diversity requirement made derogatory generalizations about an ethnic group.

- Courses that cover topics in the history of race relations in the U.S. include no course materials by authors of color or from perspectives of nondominant groups.

- An instructor frequently voiced blatantly anti-Semitic stereotypes and falsehoods about Jews and was abusive when students objected.

These pieces of evidence do not imply that most faculty are biased or discriminatory. The Commission favors and recommends a positive approach, including continuing workshops at which faculty can become aware of their own biases and insensitivities and learn ways of engaging with members of different groups, with controversial issues of race and ethnicity, sexual identity, religion and other group characteristics, and with student bias on such issues.

The Commission is also aware of the necessity of frank discussion of controversial issues in the classroom. We do not wish a heavy or threatening approach to have a chilling effect on discussion of issues, as some faculty fear it might.* On the contrary, we want to see the fullest possible discussion of issues and perspectives.

At the same time, we are mindful that prejudice, where it appears, is deeply seated, persistent, and inherently self-deceiving. Good intentions and favorable self-assessments not infrequently coexist with real lack of awareness of how others experience one's behavior. It was also clear in the Commission's hearings that students perceive that some faculty abuse their positions and that students are extremely doubtful that the University will do anything about it.

Thus we believe ways must be found to bring racist and other discriminatory behavior to the attention of responsible and responsive persons and to facilitate investigation and redress.

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* Fifty-two percent of faculty surveyed agreed with the statement, "There is a real danger that too much concern about the sensitivities and perceptions of minorities may have a chilling effect on legitimate academic discussion about important social, cultural, religious, and political differences" (Faculty Survey, Question 16G).

8. *That the University include the following criteria in its procedures for hiring, retaining, evaluating, and promoting administrators and staff:*

   a. *For hiring, evidence of ability to work constructively in an environment of ethnic, cultural, and social pluralism and to interact positively with students, faculty, staff, and administrators of diverse backgrounds;*

   b. *For quarterly, annual, or quinquennial performance reviews,*

      (1) *continuing evidence of the behaviors described in (a) above, and*

      (2) *for supervisors, managers, and administrators, demonstrated adherence to the spirit and practice of affirmative action and equal employment opportunity, with regard not only to hiring, but to retention and advancement as well.*

Justification

Evidence obtained by the Commission in hearings suggests that racist and other discriminatory behavior occurs in various administrative and staff settings, ranging from racist, sexist, and homophobic remarks to discriminatory work assignments, promotion patterns, and harassment. In the student survey, 20% of respondents stated they had experienced some form of abuse. Of these 14% named one administrative office as the source and 13% another. (Student survey, Question 4B).

In the staff/administrator survey, the most frequently reported form of discrimination in the personal experience of staff/administrators was "inequitable approaches to hiring, retention, or advancement"—36% said they have personally experienced such discrimination sometimes or often, and 42% said they observed such discrimination toward co-workers.

In confidential testimony, "J spoke of the difficulty of ethnic minorities in getting promoted... supervisors will spend time and energy training white workers hired from the outside, while refusing to invest any time in training or retraining minority staff members." (Confidential Testimony, A.1.J) "Z said that ethnic minority staff lack information and encouragement to help them move ahead and up. As a result many qualified staff members leave the University." (Confidential Testimony, A.1.Z) And "C" reported "feeling pressured to laugh at sexist comments [and] not being given the same kinds of responsibilities or 'education' around her job that men are given." (Confidential Testimony A.2.C) "S spoke of racist, sexist comments and behavior directed toward women staff..." (Confidential Testimony, A.2.S) "K also told of individuals who have experienced [employment] discrimination because they were gay men." (Confidential Testimony, A.2.K)

Similar reports surfaced in public hearings. "One staff member described fellow workers associating her in a derogatory fashion with Jews in general and, in one instance, accusing her of being a 'Jewish princess.'" In staff hearings of July 25 and October 10, 1989, discussants stated that "people of color are perceived as being unable to make polic[y]," that supervisors are not trained to deal with ethnic diversity, that few blacks hold positions of authority on campus, and that "racists are able to hide within the system."

During the public hearings on disability held in October 1989, these comments were heard: "Support services are not supportive," that physical access on campus is a problem, and that "the highest administration does not take disabilities seriously."

Thus we believe that not only are workshops and training needed to encourage a diverse, productive, and successful workforce (as noted in General Recommendation No. 2) but that it is necessary to monitor, evaluate, and recognize staff and administrator performance in this respect. That is the purpose of this General Recommendation No. 8.

9. *That the University publicly condemn racial, ethnic, homophobic or other slur, invective, epithet, stereotyping, or other harmful verbal behavior. However, we do not and can not recommend policies or regulations which violate the First Amendment.*

The denunciation of words which create an intimidating, hostile, or demeaning environment for any individual or group on this campus must be clear and uncompromising; must be voiced by all in positions of leadership in this University community--including those who are highest in administration; must be accompanied by persuasive and immediately imposed measures which are focused on dealing with the causes of discrimination and harassment in the particular and individualized situation--counseling, mediation, educational programs, required classes or workshops, etc.

This University must protect all members of the campus community from hostile actions taken against them by any other member of the campus community. What this Commission opposes is the punishment of those who express offensive words or offensive ideas. It is recognized that there is polarization in staff, student, and faculty surveys on the question of whether the University should restrict "the right to say publicly anything [I want] about members of other groups, even if what I say might be regarded as offensive." (Chapter III, page 20, Q13E) In the face of this polarization, and constitutional rights, this Commission urges the strong, persuasive public leadership of those in authority as we work together to condemn all forms of discrimination on this campus and to uproot and abolish the causes of that discrimination.

Justification

Some universities have recently added to their faculty and student "conduct codes" policies banning racial, homophobic, religious, physicalist, or sexual epithets or slurs. An example of such a policy was a 1988 University of Michigan rule which prohibited "any behavior, verbal or physical, that stigmatizes or victimizes an individual on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, marital status, handicap, or Vietnam era veteran status." One year later the United States District Court, Eastern District of Michigan, issued a permanent injunction as to those parts of the Policy restricting speech activity, finding that "the Policy swept within its scope a significant amount of 'verbal conduct' or 'verbal behavior' which is unquestionably protected speech under the First Amendment."

After the University of Michigan policy was enjoined by the court, other campuses started to pursue other possible ways of "banning racist and sexist speech." This Commission finds these other "possibilities" (clear and present danger, verbal assault, fighting words, obscenity) to be solutions which, while perhaps curbing some offensive speech, can chill and poison the climate of free expression on this campus.

Commission members are deeply disturbed by the reports of instances on this campus of intimidation and discrimination characterized as being verbal. However, the Commission is opposed to policies which violate the First Amendment. These unconstitutional regulations will not address or solve the real problem of racism and other forms of discrimination. Further, they have been struck down by the courts. To create an improved environment for all minorities on this campus will require longer-term, constitutional, solutions like those recommended earlier in this chapter.

10. *That the University adopt the following statement of principles.*

PRINCIPLES OF CONDUCT FOR A MULTICULTURAL UNIVERSITY

As a major institution of higher education—public, urban, diverse—San Francisco State University has both an exceptional opportunity and a special responsibility to set forth, and to live by, principles which reflect fundamental respect for our fellow beings.

The SFSU Commission on Human Relations therefore recommends these general principles for building and strengthening our multiethnic, multicultural university community.

- The University is an environment in which all members, regardless of background, shall have equal access to opportunities to develop their full potential.
- The University is committed to the goal of a multicultural community that prepares and inspires its members for successful participation and effective leadership in a pluralistic society.
- The University welcomes diversity as an opportunity for teaching, developing, and promoting multicultural competencies and understandings. Racial, ethnic, gender, sexual identity, disability, religious, and other individual or group differences shall not be regarded as hindrances to success. Rather they shall be treated as positive opportunities for the enrichment of our educational resources and the quality of our campus life.
- Behaviors which are intolerant, insensitive, or discriminatory are deemed unacceptable. As such, they shall be addressed openly, promptly, and constructively by the University, its administrators, faculty, staff, and students.
- Members of the San Francisco State University community shall willingly prepare for the future of this city, this state, and this nation in which there shall no longer be a "majority" society where all others are seen as "second class." Rather, we strive for a society in which each member has a genuine opportunity to be "first," and to achieve success and fulfillment.
- These are attitudes and behaviors which we shall take out into our communities and forward into our lives.

B. INDIVIDUAL ISSUE GROUP RECOMMENDATIONS ENDORSED BY THE COMMISSION AS A WHOLE

The preceding General Recommendations are based on the combined thinking and discussion of issue groups and the Commission as a whole. Those General Recommendations are the result of recommendations separately arrived at by two or more issue groups and later appearing as part of these General Recommendations.

In addition, the Commission as a whole endorsed a number of issue group recommendations as written. These are copied below. The reader is also referred to the complete issue group reports in Appendices G through K of this volume, for the context of the recommendations cited below.

1. From the Issue Group of Race and Ethnicity

That all University efforts be launched to assist the lower schools in providing literacy skills for students of color in order to expand the pipeline to college.

2. From the Issue Group on Sexism and Sexual Harassment

The identification of a Sexual Harassment Advisor in each major unit of the University: We recommend that at least one SHA be identified in each major unit of the University and that information about process reside in each administrative office of the University.

3. From the Issue Group on Homophobia and Heterosexism

San Francisco State University should immediately define gay, lesbian and bisexual persons as members of a minority group for purposes of Affirmative Action.

San Francisco State University should include, on all job announcements which include our equal opportunity statement, encouragement of applications from gay and lesbian candidates.

Understanding the importance of such a program, the University should develop, approve and implement a Gay and Lesbian Studies program.

The Student Affairs Office should, as soon as possible, create a campus student disciplinary policy defining abusive behavior and specifying appropriate measures to be taken by the student disciplinary officer.

Specific grievance policies should be written which would be administered by the appropriate office (Student Affairs, Faculty Affairs, or Personnel), depending on the status of the person bringing the grievance.

School Deans and Department Chairs should encourage the inclusion of gay-lesbian sensitive materials in all appropriate course curricula.

The General Education CED (cultural and ethnic diversity) requirement has recently become CESD (cultural, ethnic and social diversity). All CESD courses must be mandated by the General Education Council to include gay and lesbian sensitive materials.

Mandatory faculty, staff and administrative training and sensitivity workshops related to gay and lesbian issues should be developed and initiated by School Deans and Department Chairs and office supervisors.

All units (Student Affairs, Faculty Affairs, Personnel Department) which provide orientation for new faculty, staff, students and administrators should immediately begin to include gay and lesbian sensitive material.

Student Affairs should immediately develop brochures and pamphlets, to be widely disseminated (through the Advising Center, The Student Union, The Student Health Services and other frequented offices) on campus, in which the human relations policies and procedures for redress are spelled out and discussed.

4. From the Issue Group on Religious Discrimination

Conduct exit interviews for faculty exploring experiences of discrimination.

Initiate highly publicized forums on prejudice reduction in which anti-semitism and other forms of religious prejudice are highlighted.

Include outreach to reduce tension and stereotyping, etc. in the role and mandate for Student Activities Office.

Incorporate mechanisms in Student Residence Life programming addressing issues of cultural diversity, tolerance and understanding.

Conduct exit interviews for staff exploring experiences of discrimination.

5. From the Issue Group on Disability Discrimination

To provide the coordination and expertise to improve SFSU's compliance with existing laws and policies, the Commission recommends creation of the position of 503/504 Compliance Director. This recommendation is modeled after a solution successfully applied to similar problems at UCLA.

The 503/504 director should be charged with developing recruitment and retention plans for disabled faculty and staff, including analysis of job categories and setting of hiring goals, as mandated in E.O. 340. The 503/504 director should also be charged with conducting training sessions in making reasonable accommodations for supervisors, and in conducting training sessions in complying with provisions protecting the disabled for various categories of campus employees.

The 503/504 director should be charged with developing effective appeals and redress procedures for students and for employees so that SFSU is in compliance with both the letter and the spirit of sections 503/504 of the U.S. Rehabilitation Act.

Responsibility for matters affecting disabled employees, including those involving physical plant and worksite access, should be moved from Student Affairs and assigned consistently with assignments of responsibility for other protected classes of employees.

Employment figures for disabled persons should be publicized together with those for other protected classes.

A management audit of support services for disabled students should be conducted by outside consultants who have administered model programs supplying such services.

To comply with CSU policy, the President should appoint an advisory committee for DSS. There should be substantial representation of members of the Bay Area Disabled Community on such an advisory committee.

Department chairs should consider appointing department liaisons to improve the department's accessibility for disabled students. However, under no circumstances should disabled students be segregated to such liaisons for advising.

Information conducive to understanding disabled persons and appreciating their contributions should be included in a course on cultural diversity required of all students.

C. OTHER RECOMMENDATIONS AND THE ISSUE GROUP REPORTS

By specifying attention to issues related to race and ethnicity, gender, sexual identity, religion and disability, the Commission's charge poses the challenge of understanding at least five distinct, although perhaps related, kinds of discrimination. In addressing this aspect of its charge, the Commission struggled to balance the virtues of adopting general points of view with the equally important virtue of preserving diverse perspectives. To do so, Commission members formed themselves into five issue groups whose job was to organize the materials compiled from various sources, identify major concerns, consider solutions and present ways in which these matters might be viewed by those who conceived of themselves as subject of victimization.

The issue group reports explain how both general and specific recommendations adopted by the Commission developed. They also include some proposals from individuals and groups which, while not adopted by the Commission, form part of the record. But the issue group reports also became vehicles for depicting discrimination from the points of view of at least some of those who feel themselves to be oppressed. While none of the Issue Group Reports could comprehend every minority point of view, they provide context, detail and narrative to show why those vulnerable to the types of discrimination specified in the Commission's charge may feel threatened or rejected on campus. As such, their inclusion responds to the point by one issue group chair, who wrote:

> Given our [group's] history of exclusion and imposition of useless solutions by well-meaning people..[the Issue Group members] are concerned about how the final CHR report will deal with [this form of] discrimination. The problem facing the CHR is merely a microcosm of one that plagues the whole campus. With so many minorities seeking self-determination, it is easy to brand the groups as self-interested and then to feel licensed to disregard their voices in the name of a unified approach... Unfortunately, the notion that the antidote is to homogenize is no solution, for all this results in is the suppression of every minority voice...

While the general and specific recommendations included in this first volume of the UCHR report constitute the conclusions of the Commission, the Issue Group Reports collected in Volume ___ are crucial to understanding the contexts from which the proposals arise. Thus, the strands of detail and interpretation which build a picture of the current campus climate and constitute a vital element of the Commission's work will escape those who fail to examine individually these Issue Group Reports.

CHAPTER V

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VOLUME I

APPENDIX A

LETTER CONVENING COMMISSION

APPENDIX A

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San Francisco, California 94132

Office of the President
415/338-1381

[illegible]
-EB - [redacted]
OFFICE

January 30, 1989

Olive James
Director, Library
San Francisco State University

Dear Ms. James:

President Corrigan has requested that I serve as the convener for the first meeting of the Human Relations Commission to be held next Monday, February 6, from 8 to 9 a.m. in the Seven Hills Conference Center. I am advised that a continental breakfast will be served.

The President has indicated that he will be attending the first meeting and plans to discuss the committee's charge at that time.

I look forward to seeing you on Monday morning and to working with you on the important assignments before us.

Sincerely,

Nancy McDermid

Nancy McDermid
Dean, School of Humanities

NM:mm

VOLUME I

APPENDIX B

ORIGINAL MEMBERSHIP

APPENDIX B

HUMAN RELATIONS COMMISSION

Name	Dept./School
Abo-El-Ata, Mamdouh	Engineering
Adams, Jack	Student Union
Battle, Robynn	Student/HPER
Begonia, Danilo	Asian American Studies
Browning, Rufus	Political Science
Butler, Catherine	Student/Creative Arts
Cayou, Nontsizi	Dance
Cheng, Wan Lee	Design & Industry
Chinosole	Women Studies
Dopp, John	School of Business
Dorfman, Rabbi Dan	Hillel Foundation
Dugas, Sonya	Assoc. Students
Fox, Denise	Personnel Services
Gonzales, Daniel	Asian American Studies
Gutierrez, Jose	Mathematics
Gutierrez, Rick	Counseling Center
James, Olive	Library
Lee, Frieda	Student Outreach Services
Lundgren, Leslie	Student/Science
Matson, Hollis	Health Education
McDermid, Nancy	School of Humanities
McGee, Phillip	School of Ethnic Studies
Monteiro, Kenneth	Psychology
Nelson, Barbara	Facilities Planning
Olivolo, Christina	Student/Business
Parent, Elizabeth	American Indian Studies
Pentony, Devere	International Relations
Purcell, Melissa	Housing
Rust, Ralph	Psychology/Emeritus
Sanchez, Hector	Associated Students
Schneider, Norman	Urban Studies
Silvers, Anita	Philosophy
Smith, Jamesetta	Psychology
Strong, Shirley	Advising Center
Tanaka, Mariko	Counseling
Thompson, Vernon	Journalism
Yuge, Yumi	Associated Students

2/89

VOLUME I

APPENDIX C

REPORT OF THE "RACISM ON CAMPUS" INTEREST GROUP

REPORT & RECOMMENDATIONS

OF THE

"RACISM ON CAMPUS" INTEREST GROUP

AT

SAN FRANCISCO STATE UNIVERSITY

May 1988

REPORT AND RECOMMENDATIONS OF THE INTEREST GROUP, "RACISM ON CAMPUS"

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E. "Racism has returned to California colleges."

F. University of California, Berkeley, Chancellor's Commission on a Changing Student Body: The Charge, and a Report from the Berkleyan, February 24 - March 8, 1988

G. University of California, Berkeley, Chancellor's Advisory Committee on Asian Affairs

H. SFSU Sexual Harassment Policy and Procedures

REPORT AND RECOMMENDATIONS OF THE INTEREST GROUP, "RACISM ON CAMPUS"

I. Purpose of this Document

This paper has two purposes. The first is to report to San Francisco State University's administrative officers on the March 22, 1988 national videoconference, "Racism on Campus: Toward an Agenda for Action." The second is to make recommendations that address racism issues as they pertain to San Francisco State University. The hope is that a considered pro-active approach will help San Francisco State University:

- to assess the situation relating to racism on this campus,
- to avoid the dangers of denial and delay, and
- to develop positive, creative structures and processes to minimize racial divisiveness and enhance the educational milieu and effectiveness of our multi-ethnic, multi-cultural university.

II. The Background of this Report

In a January memorandum to presidents and chancellors of state colleges and universities, the president of the American Association of State Colleges and Universities wrote:

> As we are all aware...from readings in the Chronicle of Higher Education and other sources, campuses across the nation are experiencing increased racial intolerance and incidents of racial violence. Racism on campus is a microcosm of one of the crucial issues of our time...meaningful responses by the highest levels of campus leadership are required.

Dr. Ostar called the attention of university officers to the videoconference to be co-sponsored by AASCU, the Johnson Foundation, the American Association of University Administrators, and Governors State University in Illinois.

CSU Vice Chancellor for Academic Affairs, Dr. Lee R. Kerschner, repeated this invitation in his February 2 memorandum to CSU presidents. Once the communication from

President Ostar of AASCU and Vice Chancellor Kerschner of CSU to the President were received on campus, the Office of the Provost was asked to take action. Acting Provost Solomon delegated responsibility for the videoconference to the Associate Provost for Student Affairs, Dr. Jessellyn Saffold. Within this office, logistical and other details were handled by the Student Affairs Diversity Committee. With the cooperation of the Audio Visual Center, a live satellite hook-up was brought into the Barbary Coast in the Student Union for the morning of March 22.

"Racism on Campus" linked approximately 150 educational institutions nationwide to discuss the increasing incidence of racial tension and violence on the nation's campuses. Among these participating institutions were several other CSU campuses, Purdue University, and the Universities of Colorado and Virginia.

Stated goals of this satellite link were:

1. To bring together those on the participating campuses who have an interest and/or responsibility for the local racial agenda.
2. To examine recent incidents of racial violence and intolerance, as well as institutional conditions, from a historical and contemporary perspective via pre-recorded videotape and live discussion with educators and students.
3. To assist participants at receiver sites to use their experience, dialog and information to examine their own racial agendas and to develop or deepen a commitment to action.

III. The Teleconference

The conference comprised video reports of racist incidents from universities around the country, including the University of Michigan, the University of Massachusetts, Amherst, and the University of Wisconsin. A live discussion linking the participating universities with videoconference panelists followed each report. At SFSU, members of the Student Affairs Diversity Committee facilitated round-table discussions among groups of six to eight people. They addressed the question of why these issues were of significance to our campus, what we could learn from them, and how we could follow up. One hundred and twenty people attended the conference: 15 to 20 faculty, and 100 staff and administrators. Participants were asked to indicate their interest in further discussion on the issues raised.

IV. The Need to Follow Up

Thirty-five people attended the follow-up meeting on April 5. They discussed the main thrust of the videoconference: that race relations may deteriorate into a crisis when the subtler daily tensions go unheeded by campus policy-makers. The video demonstrated that the campus community as a whole was often unaware of these tensions on their campuses, and that this denial was very difficult to dislodge. It was urged that faculty and administrators conduct a rigorous self-examination to reassess their own assumptions about their campuses and become more attentive and responsive to the sensibilities of all segments of their community before a crisis forces them to do so.

Applying these insights to our campus, the Interest Group identified a number of areas for action: 1) defining the problem of racism at SFSU, 2) increasing awareness and sensitivity to racism on campus, and 3) enhancing the University's ability to respond to racial incidents.

1. Defining the problem of racism at SFSU.

   While no single incident has ignited the campus in recent years, evidence of racism at SFSU is abundant but anecdotal. It was recommended that a systematic evaluation of the campus environment be undertaken to determine the nature and extent of racism and its impact on students. Specific approaches suggested include interviewing students and student groups, collecting objective evidence, such as grafitti, and providing some means of centrally recording racist incidents.

2. Increasing campus awareness of racism

   It was thought that the best program to prevent racial polarization involves raising the issues in a positive way among all members of the campus community. Among the methods suggested were: (1) wide dissemination of the Conference videotape, especially to new faculty and at Asilomar faculty retreat, (2) a Racism Awareness Day at the Student Union with a variety of speakers and events, (3) a specially trained group of individuals to make presentations on racism in classes and at faculty meetings.

3. Enhancing the University's ability to respond to racial incidents

The group felt that efforts would be successful only insofar as they were clearly and unambiguously supported by the highest level of administrators. Other universities reported at the video conference that open communication channels to the administration were essential in averting crisis once a racial incident has occurred. To that end, it was urged that: (1) current policies on racism on campus should be gathered, updated and disseminated. (2) A system of Racial Harrassment Advisors and officers,following the patterns set in the Sexual Harrassment Policy, be set in place as quickly as possible. This would give the University the ability to respond quickly and with flexibility to any incidents that occurred.

V. The Recommendation

The interest group on Racism on Campus recommends that a blue-ribbon task force be appointed by the President to address the issues raised in this report, in this teleconference, and by numerous events on campus.

The charge to this task force would be to investigate the nature and extent of racist behavior on campus, to evaluate current structures and policies on campus for dealing with ethnic and cultural issues, to raise the consciousness of the campus community about the need for positive action in this arena, to supplement the proposals raised in Part IV of this report, and to develop an action plan to orient, teach, and alter behavior as needed in the area of campus race relations. In doing so, the task force, which itself should be broadly representative of the campus community, should consult broadly with its constituents, make interim reports to the President and campus community, and take a variety of phased and constructive actions. A timeline for reporting should be established. (The recently established University of California, Berkeley, commissions, cited in Appendices F and G, may serve as a guides.)

Representation on this SFSU commission, which the writers believe should number between 12 and 15 individuals, should be drawn from faculty, staff, students and administration. We recommend selection from among the Academic Senate, the California Faculty Association, the California State Employees Association and other unions, administrators in the Management Plan, the Student Affairs Diversity Committee, the Personnel Office, the Affirmative Action office, the staff of the Student Union, Associated Students, and the Staff Council.

VI. Request for Response

The interest group would appreciate an early response from the Office of the President. If this response is not disseminated through the normal campus media (official memoranda, Campusmemo, etc.), a response may be addressed to Dr. Jessellyn Saffold, Campus Equity Officer.

GOVERNORS STATE UNIVERSITY
and
THE JOHNSON FOUNDATION

Present

RACISM ON CAMPUS

TOWARD AN AGENDA FOR ACTION

A NATIONAL VIDEOCONFERENCE

Live by C-Band Satellite from Wingspread in Wisconsin
and
Governors State University in Illinois

March 22, 1988
8:30 a.m. - 12:00 p.m.
Barbary Coast - SFSU Student Union

Co-sponsored by
AMERICAN ASSOCIATION OF UNIVERSITY ADMINISTRATORS
AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES
In Cooperation With
American Council on Education
Illinois Committee for Black Concerns in Higher Education
National Association of Independent Colleges & Universities
National Association of State Universities & Land Grant Colleges
SFSU Sponsors Provost Office Student Affairs and Affirmative Action

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

Office of the Provost
415/338-1141

March 10, 1988

To: Deans and Directors
Department Chairs

From: Eric Solomon
Acting Provost

Subject: **NATIONAL VIDEO CONFERENCE ON RACISM**

San Francisco State University is hosting a National Video Conference entitled: RACISM ON CAMPUS, March 22, 1988 from 8:30 A.M. to 12:00 Noon in the Student Union Barbary Coast.

This program is cosponsored by the Office of the Provost, Division of Student Affairs and University Affirmative Action and is open to the campus community. I am requesting your assistance in informing members of your faculties and staffs about the conference and also to encourage their participation.

Attached are program notes and announcements. If you have any questions, please call me or Associate Provost Jessellyn (Penny) Saffold (X 2032).

Thank you in advance for your cooperation, and I look forward to seeing you and your staff on March 22.

ES:s

Attachments

The City's University

PROGRAM NOTES

"RACISM ON CAMPUS; TOWARD AN AGENDA FOR ACTION

Newsletters to be sent to registered receive sites will provide additional and updated program information information. The major program segments are as follows:

1. HISTORICAL/CONTEMPORARY PERSPECTIVE: After a brief introduction to the video conference, an 8-10 minute videotape provides a foundation and context for ensuing discussion. This is followed by a panel response, brief discussion and interaction with receive sites.

2. CASE STUDIES: Videotaped case studies include production on location at the University of Michigan at Ann Arbor, the University of Massachusetts at Amherst, and other selected Universities. Examined are incidents of blatant racism, underlying tensions, preconditions and issues, university and other responses, and the aftermath. A live panel reaction and discussion with an interactive segment follows the videotape section.

3. ELEMENTS OF SUCCESSFUL MODELS AND APPROACHES AND BUILDING AN AGENDA FOR ACTION: A number of college and university programs are shown on videotape. These are presented as containing elements of successful models or approaches to avoid or reduce racial conflict and as being responsive to concerns for equity education. Panel discussion follows. Building an agenda for action is developed through panel presentations and interaction with campus receive sites

NOTE: THERE WILL BE A MEAL/DISCUSSION BREAK AT 1¼ HOURS OR 1 3/4 HOURS INTO THE PROGRAM. THE LAST PART OF THE PROGRAM WILL BE 1 HOUR OR 1 HOUR 15 MINUTES. A MID-FEBRUARY NEWSLETTER WILL CONFIRM EXACT TIMES.

CONFIRMED PANELISTS AT WINGSPREAD

(note: appearing on videotape are a number of presidents, chancellors, other administrators, faculty and students)

Mark Chesler, Co-director, Program in Conflict Management Alternatives, University of Michigan

Bailey Jackson, Associate Dean, School of Education, University of Massachusetts, Amherst

Rafael Magallan, former director, now associate scholar, Tomas Rivera Institute, Clairmont College, California

Reginald Wilson, Director, Office of Minority Concerns, American Council on Education ...

Raymond Mack, Northwestern University, Dept. of Sociology and former Provost

Tess Arenas, doctoral student in higher education, University of Wisconsin

Tracye Matthews, Undergraduate Psychology student, steering committee, United Coalition Against Racism, University of Michigan

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

Office of the Associate Provost
for Student Affairs
415/338-2032

National Video Conference

Racism on Campus

March 22, 1988
8:30 AM - 12:00 Noon
Student Union, Barbary Coast

AGENDA

Person of Ceremonies:	Jessellyn E. (Penny) Saffold, Associate Provost-Student Affairs
8:20 AM	Program Outline Introductions
8:25 AM	Eric Solomon, Acting Provost Welcome
8:30 AM	Program Begins
10:00 AM	Discussion Break
10:45-12 Noon	Resume Program

The City's University

Campus Blacks Feel Racism's Nuances

By ISABEL WILKERSON

Special to The New York Times

ANN ARBOR, Mich. — On the campuses of the nation's predominantly white universities, where racial unrest has risen dramatically in recent years, black students say they feel increasingly like outsiders, isolated and unwelcome.

Recent incidents of harassment and violence at the University of Michigan and other campuses have called attention to deep racial divisions and a generally hostile environment for black students like Kourtney Thompson, a junior at Michigan.

"White students say, 'Michigan is great; it's awesome,'" Mr. Thompson said. "But I just want to get my education and get out of here. This is their place, not mine."

In May the University of Michigan is to put into effect a new antidiscrimination code that it hopes will combat incidents like the distribution last February of a flier saying blacks "don't belong in classrooms, they belong hanging from trees."

For the first time, the university will impose penalties, ranging up to expulsion, on students who threaten other students because of their race. "We're trying a lot of different things," said Dr. James Duderstadt, provost at the University of Michigan. "We don't have the answer yet."

Similar moves are being studied on other campuses, along with steps to increase black enrollment and bring attention to other racial issues. The University of Wisconsin at Madison, in particular, has made aggressive plans.

'You Never Know Why'

Several days spent with black students and faculty members at the University of Michigan showed that racism is a constant in their lives and takes an enormous psychic and emotional toll.

Racism occurs out in the open. On mile-long walks to class, black students are routinely the target of racial epithets shouted across a busy intersection.

There are subtler forms as well. In Mr. Thompson's classes, when the topic turns to blacks, everyone turns to look at him.

And in a climate of racial tension, almost anything can be taken as racist, and black students' feelings of isolation and suspicion multiply.

"One of the tragedies of being a minority student is you never know why people are responding to you in a given way," said Dr. Howard Ehrlich, a psychologist and director of the National Institute Against Prejudice and Violence, a research group in Baltimore. "When there are many racial incidents, it becomes easier to interpret things in a racial context. Then one thing feeds on another."

Some black students have with-

Continued on Page 17, Column 1

THE NEW YORK TIMES [illegible]

POWER ADVERTISING: ADVERTISING: [illegible] ADVT

THE NEW YORK TIMES NATIONAL SUNDAY, APRIL 17, 1988

The New York Times/Peter Yates

Kourtney Thompson, a junior at University of Michigan where he is reminded every day tha[illegible]e is different.

Campus Blacks Feel Pain of Racism

Continued From Page 1

drawn from campus activities. Others have become active in protest groups. Still others have become so inured to racism that they talk about it as if they are going over a syllabus.

Mr. Thompson says he is reminded every day that he is different, that he does not really belong. People tell him he speaks well for a black. "They're always shocked when I say something intelligent or meaningful," Mr. Thompson said. "It's as if they're saying, 'What are you doing knowing that?' "

Tracye Matthews, a senior majoring in psychology, said she was haunted by the ambiguous insults that cannot be proven. "It happens all the time," she said. "If some white students have a question about what the professor said, they'll look over you to ask the next person about it. They figure you don't know anyway."

Confronting Racism For the First Time

Mr. Thompson said he was at first advised to major in physical education instead of his choice of social studies education and was directed toward less strenuous classes despite a grade point average of 3.8 out of 4 at his Detroit high school. Many other black students said such experiences were all too common.

In a recent survey of black students at 16 predominantly white colleges around the country, conducted by Prof. Walter Allen, a sociologist at the University of Michigan, four out of five blacks reported experiencing some form of racial discrimination. Because none of these undergraduates were born in the days of patent

The New York Times

Tracye Matthews, a member of the student protest group United Coalition Against Racism, who has taken part in sit-ins and rallies to protest the university's policies.

mediately felt he didn't belong.

"Freshman year I was a hermit," Mr. Thompson said. "I spoke to no one. I was intimidated because everybody here was rich. My roommate was rich and from California. They shot episodes of 'Moonlighting' in his neighborhood. I didn't see many black people, and I didn't have anybody I could talk to who could under-

study groups, students live largely segregated lives. There is general agreement among groups as varied as black students and white administrators that the practice, which mirrors society at large, is at the root of campus racial problems.

Mr. Thompson, who says he usually eats with other blacks, said that just about everybody on campus socializes in cliques but that white cliques do not stand out like the black groups.

Some black students said that as a result, the responsibility of integrating campus life seemed to be placed on them. "Nobody asks why all the white people sit together in the cafeteria," said Addison Goodwin, a junior engineering major, eating pasta with Mr. Thompson and several other blacks the other day.

Blacks and whites show wide disparities in their awareness of racial problems on campus. According to a recent study by Dr. Ehrlich of students at the University of Maryland in Baltimore County, two-thirds of white students said they had not heard about certain racial incidents on campus, while 80 percent of black students said they had.

Black students are also set apart both by affirmative action programs and a decline in their presence at four-year institutions, experts say. Federal data show a drop to 8.1 percent of enrollment in 1984, from the peak of 10.3 percent in 1976. At the University of Michigan blacks make up 5.3 percent of the 35,000 students, as against 7.2 percent in 1976.

Serious racial incidents appear more likely to occur on some campuses than others. Campuses with large enrollments, and situated in isolated college towns appear particularly prone to racial problems, Dr. Ehrlich and others say. The large student populations bring together diverse groups, and they offer a degree of anonymity to people who engage in

In a recent survey of black students at 16 predominantly white colleges around the country, conducted by Prof. Walter Allen, a sociologist at the University of Michigan, four out of five blacks reported experiencing some form of racial discrimination. Because none of these undergraduates were born in the days of [illegible] segregation, some are confronting overt racism for the first time.

"To some black students, racism was what happened in the South under Jim Crow and was supposed to be over and done with," said Dr. Vonnie McLoyd, an associate professor of psychology and Afro-American studies at Michigan.

The climate of bigotry as also produced a new crop of swastikas and anti-Asian graffiti on buildings at the University of Michigan and elsewhere in recent years.

In this environment, many black students become hurt and ambivalent, reluctant to acknowledge signs of rejection from a school they want so much to be a part of. Others become so hardened by daily confrontations that they shrug off the incidents, at least on the surface.

Lillian Waller, a senior English major, said she was sitting in a predominantly black political science class a few semesters ago when a young white man threw stones through the window, disrupting the class. "After we got up to see who it was, he did it again," she said. The stone-thrower ran and has not been identified.

Cortez Jones, a senior engineering major, said: "Sometimes they'll walk to the other side of the street if they see you coming, or they don't want to sit next to you in class.

"It's something you blow off and try not to think about."

Experts say continual psychological abuse can be more devastating than a physical attack. "A broken bone can heal in a few months, but psychological injuries are more intense and longer lasting," Dr. Ehrlich.

'I Didn't See Many Black People'

Studies confirm the high levels of social estrangement among black students. In his recent study of black undergraduates, Professor Allen found that only 12 percent of black students, as against a majority of whites, said they felt they were an important part of campus life.

That finding has implications for the success or failure of black students in general. Studies have shown that academic performance is lower among black students with strong feelings of alienation and dissatisfaction with campus race relations.

Still, black students like Mr. Thompson come to white campuses with great expectations. He came from inner-city Detroit, the 10th of 12 children of a maid and a factory worker, and he wanted to become the first male in his family to go to college. After graduating he plans to return home to teach high school.

He was recruited for the Wolverines baseball team, and is an outfielder. But wherever he went on campus, he was usually the only black. He immediately felt he didn't belong.

"Freshman year I was a hermit," Mr. Thompson said. "I spoke to no one. I was intimidated because everybody here was rich. My roommate was rich and from California. They [illegible] of '[illegible]' in his neighborhood. I didn't see many black people, and I didn't have anybody I could talk to who could understand."

Even when he had problems with lessons, he rarely talked to his teachers. "If I did," he said, "it would be like admitting the work's too hard for me. I didn't want them to think that. I wanted to prove I could do the work."

Anonymous Incidents Turns Anger Inward

His reaction is a common one, experts say. "The predominant reaction is withdrawal," Dr. Ehrlich said.

"Many people begin to feel doubt about themselves," he said. "They feel ashamed, helpless and angry. Because most campus incidents are fairly anonymous, the victim's anger often turns inward."

Other black students react by protesting university policies. Ms. Matthews, for example, has joined in sit-ins and rallies as a member of a new group, United Coalition Against Racism.

Still, she said, "you're on the defensive 24 hours a day," adding: "When a car with white people passes by, I always look back to make sure they don't hit me. Sometimes they'll speed up to try to scare you."

> **Student describes the climate: 'This is their place, not mine.'**

Troubled black students have few places to turn to on most campuses, other than the few black faculty members, who often have limited influence and problems of their own.

"The black faculty are usually junior and untenured," said Professor Allen, the sociologist, who is black. "Some of them don't want to be anywhere near the black students. They are overworked, trying to get published and dealing with racism themselves."

Black faculty members who open their office doors can quickly become overwhelmed. "Sometimes, students come to me, shaking," said Dr. Bailey Jackson, a black who is an associate dean at the University of Massachusetts at Amherst. "Then my office turns into a therapy session." Earlier this year, two black students were beaten at his school after they were seen with a white woman who was a student.

Separate Socializing Mirrors Society

On most campuses, from the fraternities to the cafeterias to informal

Serious racial incidents appear more likely to occur on some campuses than others. Campuses with large enrollments, and situated in isolated college towns appear particularly prone to racial problems, Dr. Ehrlich and others say. The large student populations bring together diverse groups, and they offer a degree of anonymity to people who engage in outrageous behavior.

Dr. Ehrlich said that in college towns, "where the college is the center of the community and the main employer, the colleges do more than reflect society, but may magnify the pathologies of the society."

Colleges Taking Steps To Counter Racism

Many campuses have no guidelines and policies on racial issues. But some college administrators are now forming some, planning new recruitment campaigns to bring in more black students and faculty members and organizing seminars on racism for administrators, faculty members and students.

The University of Wisconsin at Madison, with a black student enrollment of 1.7 percent, has taken a leading role.

Dr. Donna E. Shalala, the chancellor, announced in February that, among other things, the university planned to double the number of freshman minority students, to 400, by 1993 and to hire 70 new minority faculty members, more than twice the current number.

The University of Michigan's new code prohibits any threat or act that interferes with a student's education or "creates an intimidating, hostile or demeaning environment" for any student because of his or her race, sex, religion or sexual preference. The university is also considering a mandatory cultural orientation for freshman students and changes in its curriculum to reflect minority contributions to Western culture.

But black students here say such steps are superficial and paternalistic. They fear that discipline will be bogged down in the bureaucracy and that their own role will be limited. "It gives the university the power to decide what is racist," Mr. Thompson said. At times, he thinks about transferring to a black college where he would feel more at home. But he says he's not a quitter.

But truly belonging seems out of reach. Whenever he starts a new class, he says, "I look around, keep my fingers crossed and hope somebody else black comes in."

Racism has returned to California colleges

[illegible]

BERKELEY — It comes in the form of a [illegible] note [illegible] a dormitory, or when white [illegible] black [illegible] at [illegible], or in [illegible] being [illegible].

The incidents come out of [illegible] at the University of California campus here, [illegible] a number of [illegible]. But all occurred last year and [illegible] to higher education [illegible] back to college.

From [illegible] to California, racism is still very much a part of campus life, surveys have found.

Few have been as blatant as the cases at Berkeley, but as a group they've created what some regard as a hostile environment that's undermining a [illegible] effort to integrate the state's colleges of higher learning.

Many blacks cite subtle kinds of racism in the form of underrepresentation of black faculty members — only 24 of UC-Berkeley's 1,[illegible] faculty members are black — and a curriculum presented from a white perspective that portrays minorities in stereotypical ways.

"There is a general feeling of not belonging to the population at large," said Tracy Campbell, a black student at Berkeley.

"You can belong to the black population or get lost in the crowd. There are not that many avenues to participate on campus in general," she said.

The same feeling of isolation haunts minority students at Stanford, said [illegible] King, a senior and president of the Black Student Union.

"In some ways, there are two Stanfords," he said. "One is made up of students who believe the Stanford they see in the newspapers, the one that wins national championships. But more and more there is a whole other Stanford, one that makes students feel the university is not for them."

For some, the situation is worse than it was 20 years ago because a new ethic of career advancement and self-interest has replaced the moral force of the civil-rights and anti-Vietnam War movements.

Many more blacks are going on to college today, but an alarmingly high number of them are leaving.

Their departure underscores what critics say is the inadequacy of the approach to minorities born out of the civil-rights movement of the 1960s — simply opening up the college door was not enough.

"In the sixties, the people who sat at the levers of influence wanted to do good in a terribly uninformed way," said V. [illegible] Ellis Jr., a black professor of architecture at UC-Berkeley. "They said we should be able to [illegible] and there should not be [illegible]. Then, we want to open [illegible]. It was an [illegible] attitude."

Minority students came, but they did not graduate in droves.

Two in 10 black students will graduate from a California State University campus after five years.

At UC-Berkeley, which has the highest graduation rates of all of the eight general UC campuses, three in 10 black students will graduate within five years, compared to [illegible] in 10 [illegible]. The average for all students is [illegible] out of 10.

These failures come at a crucial time, according to some education experts. Minorities in this state are destined to be the majority population soon into the next century, and the state can't afford to create a permanent underclass.

"I believe the people of this state, both in the private and public sector, have at long last realized that the future of California is tied to the education of people of color," said Herbert Carter, executive vice chancellor of the California State University system.

For more than 20 years, it has proved a frustrating challenge.

College enrollment rates for blacks nationally did increase from 29.2 percent of high school graduates in 1971 to 33.5 percent in 1976.

However, the enrollment rates dropped to 26.1 percent by 1985 as evaporating federal grant money and an uncertain economy caused blacks to look toward vocational schools and the military as more viable options.

In California, aggressive outreach programs and efforts to help better prepare minority students beginning as early as junior high school have stemmed the decline, in some cases yielding significant, but isolated, improvements.

Overall, the number of black, Hispanic and Native American students in all UC freshman classes has grown by one percentage point a year for the past seven years and now numbers 18 percent of the total freshman class.

But overall black undergraduate enrollment at UC's eight general campuses remains stubbornly low.

In 1980, black students accounted for 3.7 percent of the class; now they make up 4.5 percent.

When taking into account the 19-campus California State University system, the 106-campus Community College system and UC, the number of first-time black students has actually dropped from 9.5 percent, or 11,[illegible] of all freshman students in 1980 to 7.7 percent, or 8,[illegible] freshmen in 1986, according to the California Postsecondary Education Commission.

Charge to the Commission on a Changing Student Body.

The objective of this Commission is to consult and advise all constituencies of the Berkeley Campus on how we can use our resources most effectively to increase the rate of degree attainment among all our undergraduates, with particular emphasis on those groups with lower graduation rates. The Commission will be provided with a current list of programs and issues for its review and criticism. Among the topics considered by the Commission will be:

- admission and admission outreach policies and programs.
- bridge programs for entering freshmen.
- the monitoring and advising of lower division students, particularly those with a higher level of academic risk.
- housing programs and their impact on undergraduate retention.
- the possibility of one stop advising, housing, and financial aid administration for all students.
- the various issues of campus climate which could be modified to increase retention.

The Commission will consult, as appropriate, with committees of the Berkeley Division including the Special Committee on Education and Ethnicity concerning curricular matters.

We anticipate that the Commission may not complete its final report until late in 1988-89, though progress reports are anticipated in the interim. Students, faculty or staff who are unable to remain with the Commission for its entire span of work will be replaced using the same consultative, procedures used in the initial appointments.

COMMISSION ON A CHANGING STUDENT BODY

MEMBERSHIP LIST

FACULTY

Professor Gene Brucker
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3114 Dwinelle
2-2224 / 2-1971

Professor Christina Maslach
Psychology
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2-7140 / 2-5292

Professor Neil Smelser (CHAIR)
Sociology
478 Barrows
2-4757 / 2-4766

Professor Chang-Lin Tien
Mechanical Engineering
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2-0877 / 2-4917

Professor Guadalupe Valdes
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5633 Tolman
3-7545 / 2-0746

Professor Margaret Wilkerson
Afro-American Studies
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Jerrold Takahashi, Director
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African Students Association
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2-6613 (message)

Alfonso Salazar
MEChA
300 Eshleman
2-6673 / 540-7499

rkeleyan

University of California at Berkeley

News Page 2

quidity: ttom Line 't Tell s Behind tory

CSAC's Staff Appreciation Day Is May 25; Taskforce Planning Has Begun

Eleven Faculty Receive Fulbright Scholar Awards For Teaching, Research Abroad

Brentano's Faculty Research Lecture Is on a Medieval Religious Hermit's Autobiography

...Moore. (Public In...

Architects Named

...ern Gateway on Gayley Road

...the University's and the ...onsibility to commerce and

...will make a clear state- ... the role of the school as a ...ween the University and the

ment of Architecture here.

"First, the school is a diverse community with a deep sense of mission seeking to create a memorable new space on campus. Second, the campus itself is one of the most significant

VC Park: A Commission For the 1990s...and Beyond

B-1

Changes are happening that will make Berkeley a very different university in the years ahead. The changes will gather momentum even though the campus's central purposes, quality standards, and many proud traditions will stay firmly in place.

Key to much of the "new Berkeley" will be a student body that is increasingly pluralistic in its racial and cultural origins. Berkeley's transformation is sure to bring many interesting and difficult challenges—but also tremendous opportunities for intellectual growth, expanded awareness, and an evolving new role in the nation and the world.

To help Berkeley adapt to change and take the most advantage of new opportunities, Chancellor Heyman has appointed a Commission on Responses to a Changing Student Body.

The idea for such a wide-ranging exercise and the organizing steps to bring it about have been mainly the work of Vice Chancellor Roderic Park, who coordinates campus planning and policy development in academic and other areas. Vice Chancellor Park's views on the new commission and its role in Berkeley's future are the subject of this interview conducted by Public Information Officer Ray Colvig.

Roderic Park

Colvig: In this election year we hear a lot of concerns about our nation—about our leadership in the world, our ability to compete, and the strength of our people. What should be the role of American universities in response to such concerns?

Park: Historically, nations that have provided leadership have had strong economies, have been united by a sense of purpose and have a level of trust among their citizens. I believe that it is much more difficult for nations to assume those roles when a sense of trust

See Park, page 8

Berkeleyan — Feb. 24-March 8, 1988 Vol. 16 #14

Responding to Student Change:

News

[illegible]

Preventing Injury

The Student Health Service and the Department of Recreational Sports are sponsors of a Sports Injury Prevention Center open to the campus community.

The center is located on the RSF second floor balcony. Monday through Thursday, 2:30-3:30 p.m. registered physical therapists will be available to provide information about how to prevent exercise and sports injuries.

Written handouts will be available as well as advice about individual activities (such as weight training, tennis, and aerobics), and advice about individual problems (such as how to strengthen hamstrings to prevent back pain).

The first session is free; additional consultations are $5 each.

Mishell Fund

Contributions are being accepted in the Department of Microbiology and Immunology to aid Robert Mishell, a professor in the department, and Barbara Mishell, a research associate there. The Mishells were attacked last month in their home.

Checks may be made out to the Robert and Barbara Mishell Recovery Fund and sent to Microbiology/Immunology at 3373 LSB.

Drug Arrests

Ten persons have been arrested on drug charges following a month-long undercover operation conducted by the campus police department's Special Operations Division and the City of Berkeley Police Department's Special Investigations Bureau. All of the arrests stemmed from drug purchases made by undercover officers in the People's Park area.

Parking [illegible] Disabled

As of Feb. [illegible] free parking is [illegible]

Park

Continued from page 1

b'2

and purpose starts eroding, and when economic and political forces become internally opposed to each other rather than working for some overall vision of what the nation can become. I believe we are facing such an erosion in the United States and some of its institutions today. Universities cannot address such a broad problem alone. They are only one institution in the society. But universities are the place where young people about to start their careers and about to influence the course of the nation come together. To the extent that a university provides an environment which awakens students to the potential of a fragmented, divisive society, and what it can accomplish, as opposed to the potential of a society united about certain principles and objectives—the university has a unique opportunity. Of course this problem cannot be solved by one university, but Berkeley has to do its part in addressing such concerns.

Colvig: Do you see Berkeley as perhaps having a special role? And, if so, why Berkeley more than most others?

Park: Berkeley does have a special role because it is a special institution. If one looks at the future of the United States in terms of higher education, it is not the so-called elite privates that provide the numerical answer to the educational needs of this nation. That is a role that falls much more to the quality public institutions. Berkeley is certainly the leader in this special role, and as a result has a special obligation to address these issues of trust and purpose in a diverse society. The extent to which Berkeley succeeds or fails in addressing these issues will have an enormous influence on other institutions that do not yet face the challenges that we face, and that is why it is extraordinarily important that we succeed as an academic environment.

Colvig: This month Chancellor Heyman is announcing the establishment of a campus Commission on Responses to a Changing Student Body. How does the establishment of this commission relate to the kind of [illegible]

Colvig: Will there be hearings?

Park: The commission is a mechanism for the institution to speak to itself about the issues that face it. One of the major functions of the commission will be to consult extensively with all interested internal and external bodies about the progress of the University and their effectiveness in dealing with a student body which is to provide future leadership for California and the nation.

Colvig: Do you expect they will have staff and offices? And what about funded research projects?

Park: We have identified space for offices during the life of the commission, and the commission will be staffed. Also, we are speaking with private foundations about obtaining funding to support research projects as well as to assist with the ongoing expenses that will be associated with the commission and its programs.

Colvig: You were a member of the "Muscatine Committee" in the mid-1960s, which made an intensive study of education at Berkeley at that time and came out with a number of recommendations. How does the new commission compare to the "Muscatine Committee" in the way it is organized, in the scope of its concerns and also in the possible influence it may have nationally or internationally?

Park: The new commission differs in a number of ways from the "Muscatine [illegible]

> *"...the commission has such a broad mandate in terms of advising the rest of the campus without having administrative responsibility, it will be a very important forum for identifying and dealing with issues. This can only help our campus to see itself in a more unified and purposeful way."*

large part on the changing student body. What would you see as the major changes that have occurred so far in the 1980s?

Park: The major changes in our student body concern the origins of our students both ethnically and internationally over the past 12 to 15 years. We have seen a steady increase in the number of minority and underrepresented minority students as well as a significant increase in the immigrant population. All of these changes reflect a changing demography of California, and as a state institution, we are merely reflecting these changes in our society.

Colvig: Will it be vastly different 12 years from now than it is now? Or have the major changes already occurred?

Park: If one looks at the ethnic population of our undergraduate student body, I do not foresee enormous changes, because our student body already begins to appear much like the high school graduating class in California. With respect to the graduate students, I do expect a change to occur which has already occurred among the undergraduates, and we will probably see a fairly rapid increase in the number of minority graduate students.

Colvig: You and the chancellor have asked Professor Neil Smelser to head the new commission. Two years ago, he was the chief author of an important systemwide report on undergraduate education. Do you expect the new "Smelser Commission" to help Berkeley take some steps toward improved undergraduate education—such as the steps that were recommended in the Smelser Report?

Park: Yes, I believe there will be significant improvements in undergraduate education, because any steps that we take to increase retention of groups which presently fall below the average rate of retention for the campus are going to help all students—not just the students identified as having lower retention rates.

Colvig: Back in 1960, an orientation statement handed to new students said: "We won't check up on you to see that you are in a given place at a given time. We won't make sure you seek outside help if you need it. Come to think of it, we won't do much of [illegible] We [illegible] you [illegible]

events, and will be talking to many of these organizations to make sure there is full hospitality for our diverse students.

As for the academic organization, I do not foresee major changes, but I do see the need to consider strengthening advising, given the diverse academic backgrounds of our student body and the needs for a vastly improved student information system. We need a way for an adviser to pull up all the information about a student—financial, housing, high school background, academic progress—on one screen. I think dealing with our diverse population these days it is really necessary to work towards one-stop advising with highly trained professionals as well as faculty.

As far as the physical environment is concerned, the commission will be interested, I'm sure, in the extent that we can house all freshmen who require housing and in the programs that are based in the residence dormitories. Students need to better understand the objectives of Berkeley as an academic institution and its capacity to help students succeed.

Colvig: In his talk at the campus forum last fall on ethnic pluralism, Chancellor Heyman said that Berkeley has a way of pulling together—even though we may sometimes appear to be a divided and squabbling family. Do you see the new commission as a way to pull together?

Park: I believe it will be a very important component of pulling together, and I anticipate that since most interests are represented on the commission—from student, faculty, and staff points of view—and since the commission has such a broad mandate in terms of advising the rest of the campus without having administrative responsibility, it will be a very important forum for identifying and dealing with issues. This can only help our campus to see itself in a more unified and purposeful way.

Colvig: Chancellor Heyman also said that Berkeley's highest priority now is the graduation of underrepresented minorities at rates as high as for all students. Will progress toward that goal now have to wait a year or two until the new commission has done its work?

Park: Absolutely no [illegible] will continue to work as strongly as we can to implement programs of advising and of support to help [illegible]

Special Investigations Bureau. All of the arrests [illegible] ved from drug purchases made [illegible] undercover officers in the People's Park area.

Parking for Disabled

As of Feb. 1 free parking is available to disabled campus affiliates.

Anyone displaying either a Campus Disabled Person Permit or any type of state disabled person placard or license plate may park in any marked space on campus with the exception of red zones and other no parking areas, visitor spaces, and reserved spaces.

Staff currently paying for Disabled Person Parking Permits under payroll deduction will have their deductions automatically suspended effective March 1. Parking Services will refund parking fees for staff who paid for their permits by check or cash for February-June 1988. For assistance, call Parking Services at 2-4283.

Metallic Blue Luck

Luella Lilly, director of Women's Intercollegiate Athletics, and Chancellor Heyman.

March 12 will be some ticket holder's lucky day: Women's Intercollegiate Athletics is giving away a metallic blue 1987 Mercedes Benz 560SL convertible. Selling lottery tickets for $2 each, WIA has raised more than $120,000 of its $250,000 fund raising goal so far. Proceeds will be used primarily for athletic scholarships, a factor in Berkeley's rank as one of the top 12 programs in NCAA Division I. The Mercedes will be given away at the Cal-USC women's basketball game March 12; lottery ticket sales

[illegible]

Colvig: This month Chancellor Heyman is announcing the establishment of a campus Commission on Responses to a Changing Student Body. How does the establishment of that commission relate to the kind of special role you just mentioned?

Park: As an individual in my role, or the chancellor's role, or the role of other chief academic officers on this campus, we are often challenged by the specific problems related to the needs and interests of a diverse student body. And while we work on those specific problems with energy and enthusiasm, our very efforts make it difficult to deal with the broader picture of challenges that our institution faces. We need a third party such as the campus commission to stand back and carefully look at our entire range of activities—at admissions, at academic programs, at the living environment and financial aid, and on through campus climate issues including affirmative action, extracurricular activities and many other components—in order to evaluate the totality of how we as an institution are responding to a student body that has changed rapidly during the past 10 or 12 years.

Colvig: How were the members chosen?

Park: The commission consists of six faculty, four staff, and five students. The faculty were selected in consultation with the Academic Senate Committee on Committees, which provided a slate of possible candidates from which the chancellor and I selected the faculty. The students were selected by ASUC. Staff members were selected in consultation with a number of staff from student services who advised me on those people who could best meet the total requirements imposed by the commission's charge—and who are most familiar with the student body that we are now educating.

Colvig: How do you expect the commission to go about its work?

Park: How the commission goes about its work will of course be largely up to the commission. I do not intend to dictate in any way what the commission does. But I have spoken with the chair, and we agree that the task will consume the next year and a half. They will try to produce a final report by May 1989 on the range of issues they have studied. They will also make recommendations to the campus about how we are dealing with our student body and whether we have the best environment to assure the

with issues.' This can only help · campus to see itself in a more unified and purposeful way.'

Committee," including its origin, the scope of its concerns and its membership. The "Muscatine Committee" was an Academic Senate committee and consisted entirely of Academic Senate members with no staff or student membership. In a sense this new commission reflects in many ways the changes that have occurred in this institution since the 1960s—in which we now engage in more participatory decision-making and advice. The "Muscatine Committee," I will note ironically in retrospect, consisted of six white males and no women and no minorities (besides having no students)—again indicating how the institution has changed both in its sensibilities and in its composition in the past 25 years. The scope of the concerns of the commission in its charge are somewhat broader than those of the "Muscatine Committee" and, indeed, the commission will not be advising just the Academic Senate but is free to advise any constituency of the University: the administration, the Academic Senate, the student government, or other groups such as, for example, the police, the alumni association, and others. I feel this again is an important change. I believe that the influence of the commission on other institutions, if anything, will be greater than that of the "Muscatine Committee" because of its broader membership and its broader range of concerns, and because of the nature of the problems that face higher education today. It is up to the commission itself how it will report the results of its work and its findings. I would anticipate that there will be not only a major final report, but perhaps progress reports as we proceed over the next year and a half.

Colvig: Will the new commission be concerned mostly or entirely with undergraduate education?

Park: How the commission defines its task will be left up to the commission. The most publicized issues of education at Berkeley today concern undergraduate education, and I'm sure those will be a major emphasis of the commission. However, there is an increasing interest in the progress being made with diversification of the student body in graduate programs, and I'm sure this will receive attention from the commis-

Colvig: Back in 1960, the [illegible] statement handed to new students said: "We won't check up on you to see that you are in a given place at a given time. We won't make sure you seek outside help if you need it. Come to think of it, we won't do much of anything for you. We assume you can take care of yourselves." That kind of statement attracted a lot of students to Berkeley in those days, but today it seems out of date. What has changed?

Park: In 1960 we had a much more homogeneous student body, both ethnically and culturally, than we do at the present time. And the student body we now have, many of whom come from educationally disadvantaged backgrounds or immigrant backgrounds and different cultures, have a range of unique needs that were not expressed nearly as strongly in the students we had here in 1960. I began teaching here in 1960 and, as I recall in my first plant physiology class of some 40 or so students, there was not one minority face.

Colvig: In framing your proposal for the new campus commission, you have said that of the kind of support programs that Berkeley has developed, particularly for minority students, "we may have reached the limits of what we can accomplish through incremental, marginal changes." Looking ahead, you said Berkeley may need to make a basic change in assumptions about what constitutes the right relationship between the student and the institution. And you mentioned four major areas for such basic changes: our curricular structure, our extracurricular world, our academic organization, and our physical environment. Would you describe some of the kinds of basic changes the commission might consider in each area?

Park: The curriculum is of course the property of the Academic Senate and therefore what I offer as personal consideration is only my view. I do believe that we need to look at the History and Institutions graduation requirement as expressed on our campus to find out whether it needs to be broadened. Should the requirement include some aspects of cultural history in the United States which have not been classically covered in what most of us experienced as History and Institutions? Such considerations are under review by the Academic Senate, and I look forward to their proposals which are expected this spring.

Regarding the extracurricular environment, I'm sure the commission will be look-

[illegible] programs to [illegible] a year or two until [illegible] the commission has done its work?

Park: Absolutely not. We will continue to work as strongly as we can to implement programs of advising and of support to help all underrepresented minorities as well as all students achieve higher graduation rates. The commission will play a very important role in criticizing our activities to see if we are, in fact, spending our resources in the most effective way, and we will be very responsive to their views. In this sense both the student services and the administration and commission will be working in parallel—with the commission providing external criticism about what we are attempting to accomplish.

Colvig: Last fall, Chancellor Heyman appointed a new advisory committee on Asian-American Affairs to look at a broad range of issues, concerns and opportunities related to Asian and Asian-American students, faculty, and staff. Will the new commission take over the work of the advisory committee? If not, what will be the relationship between these two important campus bodies?

Park: The commission will not be taking over the work of the advisory committee, which has a very specific assignment. But as I mentioned earlier, the commission will be talking to many bodies such as the advisory committee to get an overall view of the generic and well as the specific problems faced in accommodating a new student body on this campus. I see the commission consulting closely with the advisory committee to find out what it can learn about specific problems faced by Asian-American students and incorporating this into a much broader range of concerns and advice to the campus.

Colvig: If members of the campus community—students, faculty, staff, or alumni—have ideas or concerns they want to place before the commission, how should they go about that?

Park: They can do that in a variety of ways. They can write to the chair of the commission, Professor Neil Smelser. They can write to any member of the commission. I am certain the commission will have a large number of opportunities for any group to come and speak with it or one of its subcommittees about any concerns that anyone wishes to express. The success of the commission is very much dependent on the [illegible] of interested campus units to

Architects Named

Gateway on Gayley Road

University's and the
bility to commerce and

will make a clear state-
role of the school as a
the University and the
community," he added. "It
es the best architectural
e surrounding campus.
Yudell has an inspiring
hievement in solving such
llenges."
t captured our imagina-
," said Charles
in the architectural
chair of the Department of Architecture here.

"First, the school is a diverse community with a deep sense of mission seeking to create a memorable new space on campus. Second, the campus itself is one of the most significant academic settings in the world. It is a rare honor to work in the context of such a treasury of early 20th-century architecture."

The UC Board of Regents earlier approved the choice of architects, and an environmental impact review is currently in progress.

An article on gifts to the building and programs appears on page 2.

ng Cancer's Signals

im, professor of chemistry, and colleagues here and in Japan have
the three-dimensional structure of a protein encoded by a common
er-causing gene. The protein normally signals cells to start or stop
a gene mutation, leading to a slight change in the protein, signals
ide continually, causing cancer. Knowledge of the three-
structure is essential to better understand what signals cell
esign drugs to return the misfiring protein signal to normal.
bone of the protein on the right is a smaller molecule which
whether the protein sends an "on" or "off" signal. Working with
-doctoral researchers Abraham de Vos and Pedro Matias, and
ames Liang Tong and Michael Milburn. (Public Information Office

gather momentum even though the campus's central purposes, quality standards, and many proud traditions will stay firmly in place.

Key to much of the "new Berkeley" will be a student body that is increasingly pluralistic in its racial and cultural origins. Berkeley's transformation is sure to bring many interesting and difficult challenges—but also tremendous opportunities for intellectual growth, expanded awareness, and an evolving new role in the nation and the world.

To help Berkeley adapt to change and take the most advantage of new opportunities, Chancellor Heyman has appointed a Commission on Responses to a Changing Student Body.

The idea for such a wide-ranging exercise and the organizing steps to bring it about have been mainly the work of Vice Chancellor Roderic Park, who coordinates campus planning and policy development in academic and other areas. Vice Chancellor Park's views on the new commission and its role in Berkeley's future are the subject of this interview conducted by Public Information Officer Ray Colvig.

Roderic Park

Colvig: In this election year we hear a lot of concerns about our nation—about our leadership in the world, our ability to compete, and the strength of our people. What should be the role of American universities in response to such concerns?

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See Park, page 8

Berkeleyan — Feb. 24-March 8, 1988 Vol. 16 #17

Responding to Student Change: Tackling Big Issues Head-On

A-1

A new campus Commission on Responses to a Changing Student Body charged with reviewing and recommending changes in campus services and programs has been established.

Appointed by Chancellor Heyman, the 15-member commission includes faculty, students, and staff and will function with a high degree of independence from the campus administration and other governance units.

"The commission continues Berkeley's tradition of tackling big issues head-on" Heyman said.

"The issue here is one of the most momentous that the campus has ever faced because it hews so closely to the future of our society," Heyman added.

Central focus for the commission will be Berkeley's rapid change to a fully integrated and multicultural campus—and the responses throughout the campus that will be needed to assure success for students of all ethnicities and backgrounds.

Chair of the commission will be Neil Smelser, University professor of sociology and longtime leader in academic and faculty affairs.

Smelser has had a keen interest in planning for education and students since he guided teaching innovations in a special post at Berkeley in the 1960s. Most recently he was chair of a UC systemwide task force that produced a widely acclaimed report in 1986 recommending ways to improve freshman and sophomore education.

Other faculty on the commission, nominated by Berkeley's Academic Senate, are Gene Brucker, Shepard professor of history and former chair (1984-86) of Berkeley's Academic Senate; Christina Maslach, professor of psychology; Chang-Lin Tien, professor of mechanical engineering and former vice chancellor—research (1983-86); Guadalupe Valdes, professor of education; and Margaret Wilkerson, associate professor of Afro-American Studies and former director (1974-83) of the Women's Center on campus.

Students on the commission, all nominated by ASUC, are Julie Chang, an executive vice president of the ASUC and senior in molecular biology; Matt Dunn, senior in economics and ASUC president; Krishna Henry, active with the African Students Association and a sophomore; Marcella King, a senior in Native American Studies; and Alfonso Salazar, active with MEChA, a student ethnic and cultural group, and a sophomore.

Four staff members on the commission, recommended because of their outstanding service in student affairs areas, are Donald Billingsley, dean of student life; Francisco Hernandez, coordinator of Academic Preparation and Articulation (who has also served as a lecturer in Chicano Studies); Jerald Takahashi, director of academic services for student-athletes and former academic coordinator for Asian American Studies; and Cathy Tuana, executive director of the Student

See Change, p. 2

building; other funds will go toward teaching, faculty development, and student support.

Kenneth Thompson and his wife, Marion Carr Thompson, are both Berkeley graduates. They have donated land to the Berkeley Foundation with an appraised value of 200,000 and have directed that their gift, combined with matching funds of $20,000 from

help faculty members attend seminars and teaching courses.

An internship in the firm's San Francisco office for a tax faculty member will permit the researcher to work with Coopers & Lybrand's tax partners and staff with the idea experience with day-to-day practice will benefit the faculty member and students.

Kenneth Thompson is a graduate of

program, which was started in 1977.

The program offers instruction in individual and group presentations, question-answer sessions, interviews, negotiations, and meetings. Graduate and undergraduate business students also learn to use increasingly complex communications technology.

Go Ahead...Make Our Day!

Left to right: Alan Kolling, Office of Student Conduct; Laura Brown, Cal Performances; Carol Sax, Graduate Division; Mary Hook, Development Office; Barbara Cooper, Purchasing; Calvin Handy, Campus Police; Nancy Park, Budget and Planning, Chancellor's Office; Janice Kidd, L&S Dean's Office; Ray Shifflett, Campus Planning.

Staff Appreciation Day Taskforce has set May 25 as the date for the event. Taskforce members represent the eight campus control units. Details later in Berkeleyan on the event, which is sponsored by the Chancellor's Staff Advisory Committee. (Jane Scherr photo)

Change

Continued from page 1

A-2

Health Service.

The new commission is expected to consult widely with individuals and groups on campus as well as with alumni and others in the extended campus community.

The commission will be provided with office space and staff, and the possibility of a foundation grant to support research and other activities is currently being explored.

The life of the commission is expected to be about one and a half years, with a final report due in mid or late 1989.

The findings and recommendations of the commission may attract attention well beyond the campus—especially in view of the fact that Berkeley is already one of the leading universities in the nation in terms of achieving full integration of all ethnic groups at the undergraduate level.

Soon there will be no "majority" among Berkeley's more than 22,000 undergraduates; already, this year, the undergraduate population includes about 7 percent black/Afro-Americans, 9 percent Hispanics, 26 percent Asian/Asian-Americans, and 52 percent whites.

"We have the opportunity to show that a great university, regarded by many to be among the strongest academically in the world, can achieve full integration and mirror the ethnic composition of our entire state while continuing to make gains in the quality of our programs," Chancellor Heyman said at a campus forum last fall.

Bill Snyder

Areas of concern are expected to include Berkeley's curriculum, academic organization, extracurricular world, and physical planning.

Specific topics for consideration may include admissions and admission outreach policies, "bridge" programs for entering freshmen, student monitoring and advising services, and student housing and the impact of residential programs on academic success.

With students' academic success as its overriding goal, the commission may look at a variety of concerns about the campus "climate" and ways to make changes that will result in a more supportive and nurturing environment.

Throughout its work, the new commission is expected to work closely with existing campus groups—including the Academic Senate's Special Committee on Education and Ethnicity, the black student retention action group, and the Advisory Committee on Asian-American Affairs.

UNIVERSITY OF CALIFORNIA, BERKELEY

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OFFICE OF THE CHANCELLOR

BERKELEY, CALIFORNIA 94720

August 13, 1987

RECEIVED IN MOFFITT
AUG 19 1987

Ms. Janice Koyama
Head, Moffitt Undergraduate Library
302 A Moffitt Library
Campus

Dear Janice:

I am writing to ask you to co-chair a Chancellor's Advisory Committee on Asian Affairs. I have asked the committee to address critical questions concerning student educational experiences, faculty recruitment and development, staff employment opportunities and campus-community relations as they relate to persons of Asian descent. The Committee, which will be comprised of students, faculty, staff and community representatives, will meet during the 1987-88 academic year and report on its findings by June, 1988.

I am enclosing a copy of the charge letter to the Committee along with a list of the persons who have been invited to serve as Committee members. I think that this committee could play a crititical role in enhancing the opportunities Asians can enjoy at Berkeley. It could do needed work in dispelling myths and prejudices, analyzing important data and identifying ways the campus should do more to enhance the welfare of Asians at Berkeley.

I hope that you will be willing to accept this most important assignment.

Sincerely,

Mike Heyman

Ira Michael Heyman
Chancellor

cc: University Librarian Rosenthal
Vice Chancellor Laetsch
The Vice Chancellor Park

Enclosure

Asian Affairs Committee Charge

Student Educational Experiences

How do Asian undergraduate and graduate students experience their academic and extracurricular lives? Do they enjoy particular opportunities or suffer particular disadvantages because of their ethnicity? What support services are available to help them take full advantage of Berkeley? What arrangements can be made to enhance their educational experiences?

Faculty

What is Berkeley's record with respect to the recruitment, selection, and advancement of faculty of Asian descent? What factors affect Berkeley's ability to appoint and advance Asian faculty?

Staff Employment Opportunities

What are the employment and career opportunities for Asians at Berkeley? What is Berkeley's record with respect to the recruitment, employment, and career development of Asians? Are there special problems or opportunities in these areas?

Campus-Community Relations

How can the Berkeley campus strengthen its relationships with Asian communities in California? How can Berkeley keep Asian communities informed of important changes in campus policies and programs? How can Asian communities keep the Berkeley campus informed of their interests and concerns? What specific steps can be taken to improve communication between the Berkeley campus and Asian communities?

UNIVERSITY OF CALIFORNIA, BERKELEY

OFFICE OF THE CHANCELLOR

BERKELEY, CALIFORNIA 94720

September 16, 1987

Dear Mr.

I would like to invite you to serve on a committee I am establishing on Berkeley campus Asian affairs. I am asking this committee, which will be co-chaired by Ms. Janice Koyama, Head of the Moffitt Undergraduate Library, and Professor Yuan T. Lee, Department of Chemistry, to study a number of critical questions relating to Asian students, faculty, and staff.

During the past several years, in response to the increased ethnic diversity of the Berkeley campus, we have established a number of ad hoc committees to provide advice on campus issues as they relate to particular ethnic groups. I have consulted with representatives of various campus and community Asian organizations and I believe that an advisory committee should now be established to study Berkeley campus Asian affairs. The committee would address, among others, the following issues and questions.

Student Educational Experiences

How do Asian undergraduate and graduate students experience their academic and extracurricular lives? Do they enjoy particular opportunities or suffer particular disadvantages because of their ethnicity? What support services are available to help them take full advantage of Berkeley? What arrangements can be made to enhance their educational experiences?

Faculty

What is Berkeley's record with respect to the recruitment, selection, and advancement of faculty of Asian descent? What factors affect Berkeley's ability to appoint and advance Asian faculty?

Staff Employment Opportunities

What are the employment and career opportunities for Asians at Berkeley? What is Berkeley's record with respect to the recruitment, employment, and career development of Asians? Are there special problems or opportunities in these areas?

Campus-Community Relations

How can the Berkeley campus strengthen its relationships with Asian communities in California? How can Berkeley keep Asian communities informed of important changes in campus policies and programs? How can Asian communities keep the Berkeley campus informed of their interests and concerns? What specific steps can be taken to improve communication between the Berkeley campus and Asian communities?

I anticipate that the committee will meet during the 1987-88 academic year, consult widely on these and other questions as it deems appropriate, and issue a final report in the late spring, 1988. This report should identify key issues facing the campus with respect to Asian affairs, describe special problems or opportunities facing the campus with regard to these issues and recommend ways the campus might overcome these problems and take full advantage of these opportunities.

I hope that you will be able to serve on this most important committee. There is no need to respond to this letter unless you are unable to accept the appointment. If you have any questions, please do not hesitate to contact my assistant Patrick Hayashi at 642-5717 for further information.

Sincerely,

Ira Michael Heyman
Chancellor

cc: Janice Koyama
Yuan T. Lee

Asian American Affairs Committee Roster

Ms. Janice Koyama (Co-Chair)
Head, Moffitt Undergraduate
Library
302A Moffitt Library
642-5071

Professor Amado Cabezas
Asian American Studies
3598 Dwinelle Hall
642-2199, 654-1992

Ms. Margaret di Stasi
Head College Advisor
L & S Deans' Office
103 Campbell Hall
642-3889, 642-1483

Professor Lily Wong Fillmore
School of Education
5641 Tolman Hall
642-5547, 642-0746

Mr. Glen Hatakeyama
Immigrant Student Project
and Learning Center
Building T-8
642-7224

Professor Arthur (Mac) Hopkin
School of Electrical Engineering
and Computer Science
328 Stephens Hall
642-3214, M-Th 642-5754

Mr. Walter Hoy
Principal
Campolindo High School
300 Moraga Road
Moraga, CA 94556
376-5986, Home 935-5929

The Honorable Ken Kawaichi
Alameda Superior Court
1221 Oak Street
Oakland, CA 94612
272-6119 on the hr in am; 1/2 hr in pm
2726121 before 9 am, after 4 pm

Professor Sung-Hou Kim
Department of Chemistry
210 Hildebrand Hall
642-8270

Professor Yuan T. Lee (Co-Chair)
College of Chemistry
Bg 3, Giauque Hall
642-3861

Mr. Sunny Low
Associate Director
Admissions and Records
120 Sproul Hall
642-7008

Ms. Anita Madrid
Associate Director
Professional Development
Program
2308 Stephens Hall
642-5881

Professor Roberta Park
Chair
Department of Physical Education
200 Hearst Gym
642-3288

Professor Alex Saragoza
Department of Chicano Studies
4106 Dwinelle Hall
642-0240

Mr. Larry Shinagawa
240 Folland Drive
American Canyon, CA 94589
(707) 642-2255

The Honorable Lillian Sing
Municipal Court
City Hall, Room 379
400 Van Ness Avenue
San Francisco, CA 94102
554-4521, 554-4554

Mr. Jere Takahashi
Asian American Studies and
Undergraduate Affairs
130 California Hall
642-0606

Ms. Reina Tanguilig
ASUC
200 Eshleman Hall
642-1431

Updated:
February 12, 1988

Staff

Mr Ken Hirano
Principal Analyst
Budget and Planning
200 California Hall
642-1992

Mr. Pat Hayashi
Office of the Chancellor
200 California Hall
642-7517

Mr. Paul Okada
Student Assistant
302 Moffitt Undergraduate
Library
642-5071

SEXUAL HARASSMENT POLICY AND PROCEDURES

PREAMBLE

This policy provides a definition of sexual harassment. It specifies pre-disciplinary, pre-grievance procedures for reporting and resolving complaints of sexual harassment and recommends that an education program be initiated. Formal disciplinary and grievance procedures are already defined by existing policies, executive orders, codes, and collective bargaining contracts pertinent to University employees and students.[1]

No individual shall be subject to reprisal for using this policy, nor shall its use preclude subsequent disciplinary or grievance measures. All units of the campus community are expected to comply with this policy.

Except as needed in processing the complaint, both the Sexual Harassment Advisors and Sexual Harassment Officers are required to maintain confidentiality in dealing with sexual harassment complaints.

DEFINITION OF SEXUAL HARASSMENT

Sexual Harassment is one person's use of University authority, rank, or position to distort a University relationship by conduct which emphasizes another person's sexuality. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are forms of sexual harassment when the person with authority, rank, or position:

a. Requires submission as an explicit or implicit condition of instruction, employment, or participation in any University activity; or

b. Distorts academic or personnel evaluations based on response to such conduct; or

c. Hinders performance by creating or allowing sexually intimidating, hostile, or offensive behavior to occur in the University or in a University-related setting.

Sexual harassment is unethical and unprofessional conduct, illegal, and against San Francisco State University policy. It may occur in written, spoken, physical, and visual forms. The University will act to eliminate sexual harassment within its jurisdiction. A person with University authority, rank, or position must not use that power to create sexual pressure on someone else or on the workplace in general.

---

[1] If the physical safety of any University individual is in question, the President will act immediately, within the authority of Title 5, Section 41301, the Education Code Sec. 22505 or the Penal Code Sec. 626.4 to protect the threatened party. Formal proceedings may be initiated immediately by the President in consultation with the Sexual Harassment Officer(s), and the appropriate grievance/disciplinary action officer.

The University will evaluate each incident or alleged sexual harassment and apply appropriate remedies.

The University can dismiss employees or expel students for sexual harassment.

The University recognizes that any member of the campus community might be called upon to listen to a complaint of alleged sexual harassment. The listener should be objective and attentive, while discouraging use of names. No records should be kept, nor should promises for specific action or final decisions be made. The listener should refer the complainant to a Sexual Harassment Advisor or to a University Sexual Harassment Officer. Complainants may go to the Sexual Harassment Officer without first consulting a Sexual Harassment Advisor and may request an investigation at any time.

SEXUAL HARASSMENT ADVISORS (SHA)

All SHA's are volunteers. The Sexual Harassment Officers shall arrange for a course for training of advisors. People who have successfully completed the course may serve as SHA's. Advisors will be available to serve as sources of initial information to any individual who has a complaint or who needs information about sexual harassment.

The names of the advisors shall be published at the beginning of each semester. Advisors will have information about applicable laws, University policies and procedures, and options available for resolution of complaints. The Advisors shall:

1. Serve as resource persons to individuals with complaints or inquiries which may involve sexual harassment;
2. Advise the complainant regarding applicable University policies and procedures and outline various informal and formal options.
3. Inform the appropriate sexual harassment officer if a complaint is received which is deemed sufficiently serious to warrant further action.

Discussion between complainants and Sexual Harassment Advisors shall occur without a written complaint and without identification of the person bringing the complaint and shall not imply guilt or innocence. No written record of specific complaints or actions taken to this point in the procedures shall be kept. However, a simple tally of the number and type of complaints shall be kept and reported to the appropriate Sexual Harassment Officer at the end of each semester.

If further action is requested by the complainant, the SHA shall refer the complainant to a Sexual Harassment Officer (SHO) and explain the responsibilities and duties of those officers. In addition, SHA's have an obligation to notify SHO's when it appears the University should act, even if the complainant has not requested further action. The SHA is not authorized to notify either the accused or any supervisor of the accused.

SEXUAL HARASSMENT OFFICERS (SHO)

Sexual Harassment Officers are presidential designees and in that capacity are accountable directly to the President. The SHO's shall be the Director of Personnel or designee, Associate Dean for Faculty Affairs, and Associate Dean of Students. SHO's are empowered to hear and evaluate each complaint of alleged sexual harassment and to attempt resolution. SHO's shall observe basic standards of due process and confidentiality in all actions.

The Sexual Harassment Officers shall pursue complaints promptly through the stages outlined below.

Any discussion, investigation, or action taken under these procedures shall not conflict with student grievance procedures, regulations governing student affairs, collective bargaining contracts, and Executive Order 419.

PRE-FORMAL RESOLUTION OF COMPLAINTS

The complainant may choose to enter into a pre-formal discussion or to request that the SHO conduct an investigation immediately (see Item 2 below).

1. PRE-FORMAL DISCUSSION

Pre-formal discussion or resolution does not require a written complaint. Any SHO will hear complaints, determine the remedy sought, and review options for resolution. The review shall include a discussion of applicable University policies and procedures as well as external options for resolution. The SHO(s) shall aid the complainant in identifying ways in which further harassment might be prevented. University policy requires that the SHO keep written records of all complaints. Such records need not identify complainant or alleged harasser by name nor shall they be part of any individual's official file at this stage of the procedure.

At the request of the complainant, the SHO(s) may attempt to resolve the situation by taking some or all of the following steps:

If either party is dissatisfied with actions taken up to this point, she/he may seek redress through existing complaint, grievance, or disciplinary procedures in student policies and regulations, collective bargaining contracts, and Executive Order 419.

FORMAL GRIEVANCE AND DISCIPLINARY PROCEDURES

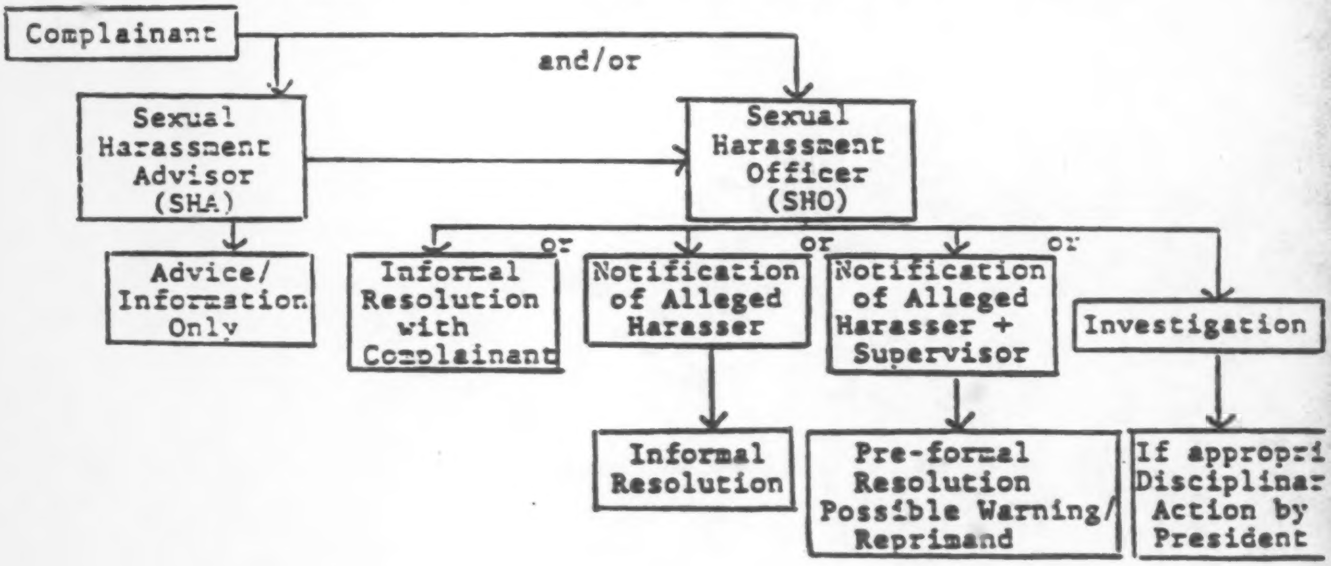
Formal complaint, reprimand, grievance, or disciplinary procedures are governed by the policies, codes, executive orders, or contracts applicable to the bargaining unit or employment category to which the alleged harasser belongs.

Should it become necessary to invoke formal reprimand or disciplinary procedures, sexual harassment will be viewed as unprofessional conduct.

Formal disciplinary procedures will be pursued by the appropriate grievance/disciplinary action officer.

SEXUAL HARASSMENT COMPLAINT PROCESS

The complainant may go directly to a Sexual Harassment Advisor (SHA) or to a Sexual Harassment Officer (SHO) or both and may request any one of the paths be taken, including immediate formal investigation.


Complainant
and/or
Sexual Harassment Advisor (SHA)
Sexual Harassment Officer (SHO)
Advice/ Information Only
or
or
or
Informal Resolution with Complainant
Notification of Alleged Harasser
Notification of Alleged Harasser + Supervisor
Investigation
Informal Resolution
Pre-formal Resolution Possible Warning/ Reprimand
If appropri Disciplinar Action by President

EDUCATIONAL PROGRAM

A University program should be offered which defines the nature of sexual harassment, its negative psychological effects, its destructive impact on productivity, and its potential costs in the event of litigation. The availability of such a program should be appropriately publicized within the University community and also to the general public.

Campus resource materials for implementing an individual, self-study education program should be made available through the Sexual Harassment Officers and the Library. The following is a partial list of such resource materials. [This attached list shall be updated periodically by the SHO(s).]

A. Fighting Sexual Harassment (probably most comprehensive), Alliance Against Sexual Coercion; Cambridge, Mass; 1979

B. Harassment and Compensation (titles, laws, etc.); Commerce Clearing House, Inc.

C. Sandler, Bernice and Associates, "Sexual Harassment: A Hidden Problem," Educational Record; Winter 1981, pp. 52-56.

D. Sexual and Gender Harassment in the Academy: A Guide for Faculty, Students, and Administrators; Modern Language Association.

E. Sexual Harassment: A Report on the Sexual Harassment of Students, National Advisory Council of Women's Educational Programs; August 1980.

F. Sexual Harassment Guidelines for Supervisors and Managers.

G. "Sexual Harassment in Employment: Legal Perspectives for University Administrators," Darrel Long Tillar; Occasional Paper Series #8; Center for the Study of Higher Education, University of Virginia.

H. Sexual Harassment Kit.

I. Sexual Harassment on Campus, Alliance Against Sexual Coercion.

J. Symposium on E.E.O.C., Title VII, and Employer Liability, Capital University Law Review; Columbus, Ohio; Vol. 10, #3; Spring 1981.

K. "The Workplace Hustle," narrated by Ed Asner, and other films about sexual harassment.

L. Understanding Sexual Harassment on the Job.

AFFIRMATIVE ACTION PROCEDURES FOR SEARCH COMMITTEES

I. A copy of the position vacancy announcement must be sent to the Affirmative Action Office in New Administration 252 before recruiting commences. The Affirmative Action Office should also be provided copies of all proposed advertisements to be placed for the position. Vacancy announcements for faculty must also be approved by the Associate Provost for Faculty Affairs.

II. Sex and Ethnic Identification and Referral Information Forms (80-342) must be sent to all applicants for the position immediately upon their application. The Committee completes the top portion of Part A, which is the Position Identification, and Part B at the bottom of the form. Part B is then detached and sent by campus mail to the Affirmative Action Office on a flow basis. Part A is mailed to the applicant along with a return envelope pre-addressed to Institutional Research. The return envelope need not be stamped. The form and pre-addressed envelope may accompany any other material being mailed to the applicant. A supply of the forms and return envelopes is available in Campus Stores. If the position being recruited for is non-academic, you may as an option to Form 80-342 use the card Form 81-900 obtained from the Personnel Office. Complete the title of position applied for on the card which is then given or mailed to the applicant with acknowledgment of the application. The applicant returns the card to the Affirmative Action Office. Return of the card is voluntary so please keep some record of the number distributed.

III. Shortly after the closing date for the position, the Affirmative Action Office will provide your Committee with the applicant flow data gathered from your mailings. The Committee must then complete the Search Committee Recruitment Process Report (84-98) as soon as your appointment recommendation is ready for administrative approval. Table I of the Recruitment Process Report should be completed with information gathered from your initial mailings and provided by the Affirmative Action Office. Tables II through V are completed with information gathered by the Committee. The completed report is forwarded with your recommendation to the approving administrator, with a copy of the report going to the Affirmative Action Office.

IV. Prior to interviewing any candidates, it would be helpful if all committee members review the enclosed guidelines on interview questions.

VOLUME I

APPENDIX D

GOLDEN GATER ADVERTISEMENT
RE: PUBLIC HEARINGS

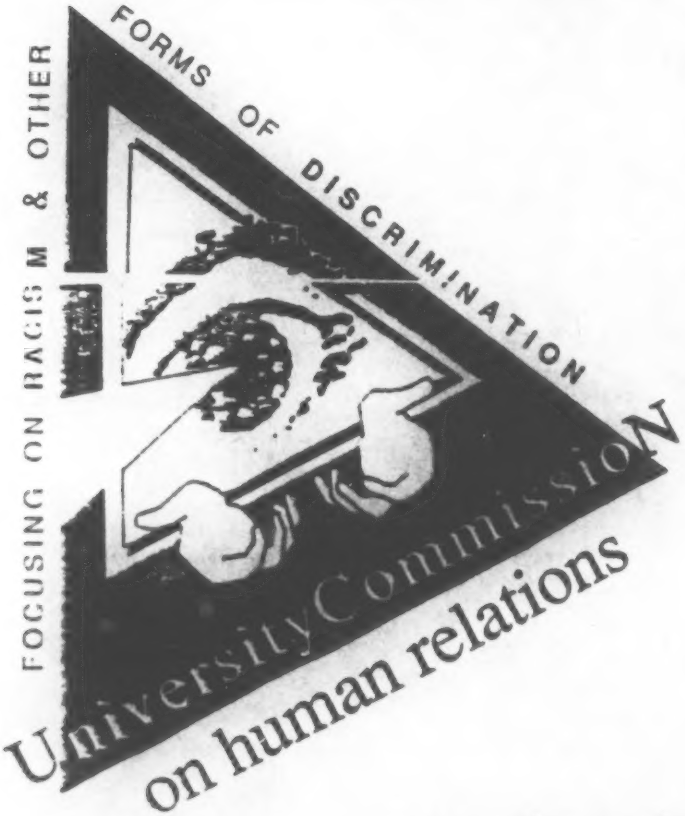
APPENDIX D

20 GOLDEN GATER September 5, 1989

SCHEDULE OF PUBLIC HEARINGS

DAY	DATE	TOPIC	GROUP	TIME	PLACE
Thurs.	Sept. 21	Racism/Ethnicity	Students	12-2	MWH Cantina
Mon.	Sept. 25	Sexism/Harassment	Students	11-1	Psychology 207
Thurs.	Sept. 28	Heterosexism/Homophobia	Students	10-12	SU A-E
Tues.	Oct. 3	Disability Discrimination	Students	1-3	MWH Cantina
Wed.	Oct. 4	Racism/Ethnicity	Faculty	10-12	Psychology 304
Tues.	Oct. 10	Racism/Ethnicity	Staff	3-5	SU - Room A-E
Thurs.	Oct. 12	Sexism/Harassment	Fac/Staff	2-4	SU - Room A-E
Mon.	Oct. 16	Heterosexism/Homophobia	Fac/Staff	4-6	Psychology 101
Wed.	Oct. 18	Racism/Ethnicity	ALL	5-7	Psychology 101
Tues.	Oct. 24	Religion	ALL	12-2	SU - Room A-E
Fri.	Oct. 27	Disability Discrimination	Fac/Staff	9-11	SU - Room A-E
Thurs.	Nov. 2	OPEN	ALL	11-1	SU - Room A-E
Wed.	Nov. 8	OPEN	ALL	2-4	MWH Cantina
Tues.	Nov. 14	OPEN	ALL	9-11	MWH Cantina

NOTE: "MWH Cantina" is located in Mary Ward Hall (in the Residence Halls) • "SU" is the Student Union



> all human beings are born free and equal in dignity and in right.
>
> - United Nations

The San Francisco State University Commission on Human Relations: Focusing on Racism and Other Forms of Discrimination

FOCUSING ON RACISM & OTHER
FORMS OF DISCRIMINATION
UniversityCommission
on human relations

In the Spring 1989, Dr. Robert A. Corrigan, president of San Francisco State University, appointed over 30 members of the campus community to the **University Commission on Human Relations**: Focusing on Racism and Other Forms of Discrimination.

The charge of the commission, in summary was:

"**To study** how the campus community (students, faculty, staff and administration) deals with human relations, both within and outside the classroom, focusing on...issues of race, ethnicity, gender, sexual identity, disability or religion."

"**To identify** positive principles to live by at San Francisco State University", and,

"**To establish** appropriate procedures and processes" for people to raise their concerns about how they are treated and how the University remedies any discriminatory treatment.

If you would like to provide testimony at any of these hearings, please contact:
Jack Adams: 338-1044 • Wan-Lee Cheng: 338-2211 • Jamesetta Smith: 338-2714

VOLUME I

APPENDIX E

INFORMATIONAL BROCHURES

in

Spring 1989,

Dr. Robert A. Corrigan, president of San Francisco State University, appointed more than 30 members of the campus community to the **University Commission on Human Relations:** Focusing on Racism and other forms of Discrimination.

The charge of the Commission, in summary, was:

▲ **To study** how the campus community (students, faculty, staff, and administration) deals with human relations, both within and outside the classroom, focusing on...issues of race, ethnicity, gender, sexual identity, disability or religion.

▲ **To identify** positive principles to live by at San Francisco State University.

▲ **And to establish** appropriate procedures and processes for people to raise concerns about how they are treated and how the University remedies any discriminatory treatment.

who

Commission Members - May 1989

Mamdouh Abo-El-Ata	Engineering
Jack Adams (P)	Student Union
Robynn Battle	Student (HPER)
Danilo Begonia (P)	Asian American Studies
Rufus Browning	Political Science
Catherine Butler	Student
Nontsizi Cayou	Dance
Wan Lee Chang	Design & Industry
Chinosole	Women's Studies
Sonya Dugas	Associated Students
Rabbi Dan Dorfman	Hillel Foundation
Denise Fox	Personnel Studies
Daniel Gonzales	Asian American Studies
Rich Gutierrez	Counseling Center
Olive James (Chair)	Library
Frieda Lee	Student Outreach
Leslie Lundgren	Student (Science)
Hollis Matson (Vice Chair)	Health Education
Nancy McDermid	Humanities
Phillip McGee	Ethnic Studies
Kenneth Monteiro	Psychology
Christina Olivolo	Student (Business)
Elizabeth Parent	Amer. Indian Studies
Devere Pentony	International Relations
Melissa Purcell	Housing Services
Ralph Rust	Psychology, emeritus
Norman Schneider	Urban Studies
Anita Silvers (P)	Psychology
Jamesetta Smith (P)	Psychology
Shirley Strong (P)	Advising Center
Vernon Thompson	Journalism
Yuge Yumi	Associated Students

(P) = Planning Committee

SFSU

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

University Commission on Human Relations

APPENDIX B

FOCUSING ON RACISM & OTHER FORMS OF DISCRIMINATION

U [illegible] N
on human relations

what

▲ **Task Force on Documentation of Campus Activities** is collecting and recording examples of campus events and ephemera, both discriminatory and exemplary. (Jack Adams, Chair)

▲ **Task Force on Public Meetings** is holding open "town meetings" to discuss and to increase awareness of discriminatory behavior, practices and situations. (Wan Lee Chang, Chair)

▲ **Task Force on Confidential Testimony** is hearing confidential and anonymous reports of discriminatory experiences and observations. (Nancy McDermid, Chair)

▲ **Task Force on a Campus Survey** is working with PRI on three separate surveys—of students (Kenneth Monteiro), staff (Denise Fox), and faculty (Rufus Browning). (Norman Schneider, Chair)

▲ **Task Force on Literature** is reviewing, analyzing, and summarizing publications on human relations and discrimination on U.S. campuses. (Vernon Thompson, Chair)

▲ **Task Force on Campus Policies nd Procedures** is being established.

▲ **The Commission as a whole** will ummarize its findings and will make recommendations to the President and to he campus community at the end of 989.

why

Because
It is essential

▲ **to** the responsible education of our students

▲ **to** to the free pursuit of knowledge by our faculty

▲ **to** to a humane working environment for all staff

▲ **to** the very idea of a university

▲ **to** see ourselves as individuals

▲ **and to** the quality of life at San Francisco State University

That

the personal and human rights of each member of this campus community be fully respected. therefore, this president's special commission on human relations is hereby established.

The Human Relations Commission shall convene for its first meeting no later than Februrary, 1989, and shall deliver its final report to the President no later than December, 1989.

how

▲ **Discuss** the work of the Commission with colleagues and friends.

▲ **Testify** related to your experiences and observations on campus and encourage others to do the same.

▲ **Attend** and participate in public meetings.

▲ **Write** letters of testimony to the Commission.

▲ **Invite** and encourage others to participate in the work of the Commission.

▲ **Inform** others of the Commission's goals.

▲ **Join** us in working to make San Francisco State University a better place to live, work and study.

you
can
help

VOLUME I

APPENDIX F

SPRING SCHEDULE OF COMMISSION MEETINGS

APPENDIX F

HUMAN RELATIONS COMMISSION

spring, 1989 meetings

			1	2	3	4
	6	7	8	9	10	11
12	8-10 13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	4-6 28	29	30	31	

MARCH

						1
2	3	4	5	6	7	8
9	8-10 10	11	12	13	14	15
16	17	18	19	20	21	22
23/ 30	24	4-6 25	26	27	28	29

APRIL

	1	2	3	4	5	6
7	8-10 8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	4-6 23	24	25	26	27
28	29	30	31			

MAY

VOLUME I

APPENDIX G

REPORT OF THE ISSUE GROUP ON RACISM AND ETHNICITY

COMMISSION ON HUMAN RELATIONS:
FOCUSING ON RACISM AND OTHER FORMS OF DISCRIMINATION

SUBCOMMITTEE ON RACISM

Chairperson: Mary Hoover, Black Studies

Members: Elizabeth Parent, American Indian Studies;
Kenneth Monteiro, Psychology;
Norman Schneider, Urban Studies;
Nontsizi Cayou, Dance;
Wan-Lee Cheng, Design and Industry;
Jamesetta Smith, Psychology

I. Definitions/Introduction

In studying racism and ethnocentrism, it is essential to establish clear definitions of these concepts and some of their related concepts such as prejudice, stereotyping and social discrimination. The American Heritage Dictionary defines racism as "the notion that one's own ethnic stock is superior. Discrimination or prejudice based on racism." Though some social scientists may argue the subtleties that might differentiate race from ethnic stock, the current discussion will use them interchangeably understanding that the terms refer to people who share some combination of common geographic, physical and cultural characteristics. The above definition acknowledges that racism is minimal, defined as feelings of superiority, discrimination and prejudice, where prejudice is a negative opinion towards a group and discrimination is an act that advantages or disadvantages a group based on that prejudice.

The issues group on Racism found the above definitions useful but vague. They supported the definition given by Carmichael as a clearer operational definition of racism. He (Carmichael and Hamilton, 1967) states that racism consists of feelings of dislike and hatred of a group because of their race, coupled with insult, injury and/or subjugation of that group. This paraphrase of Carmichael's thoughts was supported by the committee because it was our belief that it is important to make clear that racism is more than just negative feelings; it is those feelings accompanied by negative action (insult, injury, subjugation) that make it such a dangerous phenomenon.

The Committee also supported Carmichael's separation of racism into two categories--individualized and institutionalized (Carmichael and Hamilton, 1967:4,5). Here, Carmichael is focusing on one separate form of racism, white supremacy, however, his principles follow for other forms:

> Individual racism...consists of overt acts by individuals, which cause death, injury or the violent destruction of property. Institutional racism...consists of acts by the total... community...When white terrorists bomb a black church and kill five black children, that is an act of individual racism...But ...black babies die each year because of the lack of proper

> food, shelter and medical facilities, and thousands more are destroyed and maimed physically, emotionally, and intellectually because of conditions of poverty and discrimination in the black community, that is a function of institutional racism.

Racism is not limited, of course to the Black community though, as Ogbu states in Minority Education and Caste: (Ogbu) Blacks constitute the major "caste-like" group in this country as shown by the existence of fixed job ceilings (documented by St. Clair Drake). It is clear that American Indians, Asian-Americans, Latinos and others also experience some forms of individual or institutionalized racism.

As stated, many groups share some similar, if not identical, experiences with individual and institutional racism. Moreover, the discriminatory practices that are embodied in racism have analogues in other forms of discrimination. Thus, it is not suprising that, despite important yet subtle differences across groups, much of what was found to be true for the experience of racism across the ethnic groups represented at San Francisco State University had direct application to other disenfranchised groups. This is evidenced by the observations that the first eight recommendations to be presented in this report correspond almost directly to seven of the ten general recommendations that the Commission chose to extract from the issue group reports.

Therefore, when we study racism, and ethnocentrism at SFSU, we must look at prejudice, stereotyping and discriminatory actions against particular groups. Many groups suffer some form of racism; however, the particular forms experienced by each may not be identical. Additionally, we are concerned with both the acts of individuals and of the institutional structures which affect the quality of life in our community.

II. Content

There has been a resurgence of racist incidents in the past few years that have prompted many in higher education to speak of a "new racism" on college and university campuses. This campus racism, part of a wider climate of racism in society, is manifested at colleges because of a "close proximity" to people of different races--according to Charles Farrell (1988). Continuing racism in the general community is demonstrated by the document received from one professor inviting him to join the White Aryan Resistance. The document was a call to arms against people of color and was left on his car windshield when he was parked in San Francisco's financial district.

Some specific examples of faculty insensitivity to students of color have been documented in hearings of the Task Force on Human Relations at SFSU. The following comments do not single out this campus as uniquely racist; they are examples of what is happening on many campuses. We know of these incidents only because they were solicited at public hearings. A composition teacher stated to a student: "Make your thesis statement so clear that even poor, dumb Sonja can understand." Sonja was the only Black student in the class. In another class, a student was "thrown out" of the class by the teacher for reacting to another student's assertions that "slaves were lazy" and "Chinese heathen."

Philosophically, these statements and attitudes are deplorable. According to the authors of the Master Plan for Higher Education, early in the first decade of the 21st century the majority of California's citizens will be people of color. Given these changes in demographics, the University is compelled to address the pragmatic consequences of such remarks. (California Faces, 1989, p. 1).

III. Findings Combined with Recommendations

GENERAL RECOMMENDATION (WOULD BE A NATIONAL INNOVATION FOR SFSU)

Recommendation #1 (See General Recommendations number 1)

1. That a cabinet-level independent position above the Vice-President level, e.g. a Provost to Address Racism and Discrimination. This person must take a proactive and vindicationist approach to minority issues. Drake (1987) indicates that vindicationist refers to a willingness to defend members of ethnic minority groups--and their cultures--from racism and discrimination (see Drake, 1987). This provost's duties would include enforcing the recommendations of this Commission (and other University Human Relations policies) across all areas of the university--faculty, staff, administration, and students. She/he would conduct on-going hearings on racism and discrimination, develop and enforce grievance policies and procedures, and help maintain a positive campus atmosphere toward minorities. This provost would have the support of an Advisory Committee such as the current Commission.

Justification

A. There is some feeling on the campus that nothing can or will be done to reduce the incidence of racism and other forms of discrimination. For example, one student stated, regarding faculty insensitivity:

> After a member becomes on tenure (sic) they are pretty much untouchable and they are endangering the student. There is a code of silence. Nothing is done. Even if racist complaints are registered they are ignored... Professors are human, they would hold power over someone and be loyal to their friends (10/4/89 Public Hearing, p.4)

Another student stated, regarding faculty insensitivity, that he spoke to the faculty member's Department Chair, who, after meeting with the professor, was not at all willing to admit that the professor was stereotyping and was, in V's estimation, "quite cavalier about the entire situation" Another comment from a student regarding lack of action against faculty insensitivity came from a Chicano student who stated that a professor stated "if you graduated from an inner city high school, you should withdraw from the course or be prepared to fail." This faculty member has made this statement every semester. The Department Chair has been informed of these statements numerous times, and no action has been taken to stop them (11/21/89 statement). Another student states that "Prestigious committees are usually used to dupe the people" (9/21/89 Hearing) (also Fernandez and Kramer, 1989:10).

Other examples of bureaucracy in the grievance process are seen in statements made by "M" (Confidential Hearing #2, p. 4) who spoke of the "inequitable treatment often given to a black student and a white student when both are accused of the very same misconduct." There is, he states, "a lack of appeal procedures, the insensitivity of many of those in positions of authority, the unnecessary problems caused by those who are so rigid that they cannot be flexible or improvisational." And another student testified on 10/4/89 that "racist complaints against tenured professors are ignored because nothing can be done and other professors tend to protect them."

SFSU students are not alone in these feelings that "nothing will be done." Wilderson states,(New York Times, 4/17/88) that most Black students "fear that discipline will be bogged down in the bureaucracy" and no steps will be taken to solve numerous examples of campus racism and insensitivity.

These incidents justify the creation of a cabinet-level autonomous position.

B. The person selected for the position of cabinet-level autonomous person should have a proactive, vindicationist perspective. Such a perspective is needed to create the balance in leadership necessary on most campuses, where many minority members of the faculty, staff and administration believe they must "play the game"--a compromising position--in order to survive in the university (Blum, 1988:A17).

C. This is illustrated by a faculty member (Commission's Faculty Questionnaire, 1989) who writes about her attempt to remedy a situation in her department. She advised a student to see a faculty member concerning what was perceived as racial bias in asking a student to leave class. The faculty member spoke to the instructor in question and the instructor's supervisor. She was told to be a "team player."

FACULTY RECOMMENDATIONS

Recommendation #2 (WOULD BE AN INNOVATION FOR SFSU)
(See General Recommendations number 2)

2. That there should be ethnic, cultural and social diversity workshops established for all faculty, staff and administrators, with special attention given to the Department of Public Safety. These workshops must be attended by each university employee during his/her 1st year and every five years thereafter. The School of Ethnic Studies could be expected to play a major role in their development and presentation.

Justification

A. The workshops are necessary in order to explain to faculty, staff, and administration the problems created by racism and other forms of discrimination, e.g. lack of attention to the history of the various cultures, lack of information on language to avoid in addressing minorities, stereotypes used against minorities (see Jarvis, 1989). Solutions would also be addressed, e.g., exposure to "unbiased" histories of ethnic groups and the strengths of the various cultures, including their languages and dialects. Such workshops have been endorsed by the CSU Asian Pacific American Education Advisory Committee (1989).

B. The workshops must be mandatory, or those who need them most will avoid them. As stated at the Commission's Retreat of December, 1989: "The various aspects of institutional racism that existed in the apartheid South--segregated waiting rooms, segregated bus seats, segregated books in school warehouses --would still exist had not non-racist behavior been mandated by the legislature."

C. Since the most frequent testimony in the Commission hearings and in the literature from other campuses (see Chronicle of Higher Education, 4/26/89) seems to be insensitive language and behavior reflecting racism and other forms of discrimination, this insensitive behavior must be addressed by a systematic process--such as workshops. Some examples of faculty, staff, and administration insensitivity are documented in Recommendation # 1; others follow:.

A staff member testifies (10/4/89) that a white professor, asked to give his view of staff, stated "I'll tell you something my mother told me. When you have a maid, you want to see what she has done, you want to know that she was there, that's all." In other words, we want to see the output you've done, but not see you." The staff person stated that it was insensitive to "make an analogy of a maid to a person of color...", particularly and analogy that was intended to be demeaning to both the maid and the staff member.

In another incident (10.4.89 Hearing), a graduate student stated: "history is biased, lectures are biased...There is a glut of Ph.D.'s in the social sciences--all white because it's white psychology and white anthropology." One professor "made it clear through subtle inferences that he thought black people were inferior. He used similarities between blacks and animals and I felt sorry for the one black woman in the class."

Other examples of insensitive racially-oriented statements: In one class, a student stated that the faculty member said that "Asians were docile and passive, and had no philosophers." In general, the instructor made derogatory remarks about Asian cultures. In the same class, the faculty member used a great deal of stereotyping, e.g. he suggested that if South Africa ever gives Africans one vote--one person, they will not be able to deal with it since they (black Africans) are so childlike." Another testimony: Racial stereotypes are used by administrators in keeping Blacks from being promoted. Testimony was given regarding "constant and capricious changes in rules and requirements that work to keep ethnic minorities from moving to higher levels." Such stereotypical statements as "Asians are quiet", and "Blacks are lazy", were used to keep members of those groups down on the ladder to advanced positions. (Confidential Hearing #2)

There are numerous examples, as well, of insensitive behavior on the part of faculty, staff, and administration, which make workshops to address racism and other forms of discrimination very important. For example, there is a failure to include people of color in most accounts of American History; another student stated, "none of my classes use books written by authors of color" (Golden Gater, 4/18/89).

Other examples of insensitive behavior: As one student states, (Confidential Hearing 11/9/89) "In my English class, when I raised my hand to speak, my instructor always ignored my comments or questions." Another student in Nursing states, (Confidential Hearing 11/14/89), "I asked permission to be signed off at work for lab skills--and was told 'no'. The same day, a white student asked the same question and was permitted to do so."

Other examples of harassment: A student states that his friend who was driving him home from class, was stopped and frisked by the DPS; he thought he had just "robbed somebody's room." According to the student, "the policeman said that my friend fit the description of a tall, Black man wearing a dark jacket." Another student describes (9/21/89 Confidential Hearing) how he was followed by an officer in the DPS from the campus to Sunset and Ocean Avenues.

A dozen staff members stated (Confidential Hearing #2) that they were not treated as "human beings by their superiors." This testimony is so devastating that it is included in its entirety:

CONFIDENTIAL HEARINGS

GROUP HEARING ON RACISM AND OTHER FORMS OF DISCRIMINATION

A group of about a dozen workers, primarily people of color, met with Commissioners Matson, McDermid, and James. Their comments are summarized below.

These workers are not treated as "human beings" by their supervisor. Their office has denied recognizing their names when there has been a telephone call from the immediate household. Leave requests are not treated in an equitable manner. One member of the group is constantly denied leave, even for hospital visits to a dying son. Employee was asked to bring a doctor's note during this period, although the employee said he could do so after the trauma of son's death and funeral past. Leave not granted. Another member of the group stated that he/she could ask for leave, without giving a reason, and have it granted at once, for the next day. Another said leave was refused for scheduled hospital tests, etc.

One member was told that he/she performed his/her function only with regard to his/her own ethnic group but not with regard to other groups of color. This was denied.

One member of the group, the only one of his/her particular ethnicity, has been singled out for a particularly heavy workload-consistently. When colleagues are absent, all must fill in; but when the colleague returns, some may go back to their original assignments while this one particular worker must continue to assume some of the returning worker's tasks, on top of an already disproportionate workload. Other members of the work group were told, during the sick leave of this original minority-among-minorities worker, to leave all their "dirty work" for him/her to clean up upon his/her return.

International workers with less-than-perfect command of English must work in areas with hazardous materials, but they are not given safety training information in a language that they are certain to comprehend. One foreign-born worker brought an interpreter to a grievance hearing, and was told by the native-born manager that the worker did not need an interpreter. Furthermore, the manager said her would give his response on the grievance to the worker, at the latter's workplace, at a time unspecified (when the interpreter was not present).

CONFIDENTIAL HEARINGS

Racism

R spoke from two perspectives - that of a staff member and of a student. R suggested that, because of a variety of experiences on campus, R would have dropped out of the University long ago were it not for the encouragement and support of family and friends.

When hired in a particular office, R was told that she was the "only minority" in that administrative area. She felt that statement to be patronizing and felt that she was a token who would have to "prove" her effectiveness and that of the entire Black community as well.

She gave several stark examples of racism that she experienced and observed. Many were, in fact, racial slurs. She, at one time, spoke with the Affirmative Action officer about filing a grievance, but then decided not to.

Now she is working in another office. She feels that in-house promotions are very poor. There are no minorities in top levels. She feels that there is a real barrier (invisible, perhaps) to minority promotion on campus.

Recommendation #3 **(See General Recommendations number 7)**

3. An attachment on race and other forms of discrimination should be added to the student evaluation of teaching instrument. The results should be published, transmitted to responsible university official (CLIP), and made available to all. A non-faculty-run process for gathering the evaluations should be budgeted and implemented.

Recommendation #4 **(See General Recommendations number 8)**

4. FACULTY/STAFF HIRING, PROMOTION, TENURE

Questions on ethnic and cultural sensitivity and awareness of the "isms" should be included in the search process for faculty, staff, and administrators. Faculty should be evaluated on these same issues.

Recommendation #5

5. These issues of diversity and the "isms" (see #4) should be cause for discipline and possible dismissal of faculty and staff.

Rationale

A consistent response given throughout the hearings and in student comments on evaluations was "nothing is done" about student complaints regarding faculty insensitivity. Most grievances are not resolved; student evaluations of faculty appear to be useless. As one student stated "Are evaluations meaningful? How are they used? Is it worth a student's time to complete it. Another states "there needs to be sanctions, even for tenured faculty (Confidential Hearing 9/21/89). Published faculty evaluations, questions on ethnic and cultural sensitivity in interviews for hiring and the use of the same questions for tenure and promotion evaluation would be innovative possible solutions to problems of faculty insensitivity.

Recommendation #6 **(See General Recommendations number 6)**

6. There should be an increase in the numbers of minority administrators, faculty and staff. The absence in departments or programs of persons of color and other minorities in full-time positions should be a factor in the allocation of positions when the requesting department or program demonstrates a proactive commitment to achieve a minority hire. There are departments and programs which for historical reasons lack persons of color and other minorities. In the pursuit and allocation of scarce new full-time positions, affirmative action hiring should be seen as an important and legitimate basis for allocating new positions. All departments and programs should be eligible for increased positions based on their ability to attract under-represented professionals.

Goals and objectives for hiring should be established-- with consequences.

Thus we reaffirm the stated Affirmative Action plan that has been in effect since 1984: "

The concept of Affirmative Action Programs includes knowledge of where we are now; goals for where we should be; and immediate, training, and career advancement programs that will result in wider representation of the above groups. It also requires frequent evaluation and analysis to ensure that implementation of the plan continues...Failure by schools, divisions and departments to make satisfactory progress will result in review and action by the Provost including restriction of faculty positions and budgetary allocation,

We strongly recommend that the Affirmative Action statement be fully implemented: 1) All plans, goals and departmental and school evaluations should be published annually. 2) Departments/schools that are not in compliance should receive immediate and appropriate consequences. 3) Those departments/schools making progress should be given immediate inducements including position allotments and budgetary rewards.

Justification

When asked to identify the major deterrent to hiring minority faculty, most faculty indicated that they believed the problem was the lack of such candidates in the potential applicant pool. Data reported in the California Master Plan on Education (California Faces, 1989) indicates that, in the state university system, the hiring pool is not necessarily the major problem. "(More to the point, the statistics of hiring show that even when the pool exists hiring does not proceed apace." Further, the dramatic increase in minority hires last year when the University offered inducements for such hires is unlikely to be the result of a larger applicant pool. Faculty appear to be sensitive to this discrepancy when they report that they think that the Affirmative Action Plan is good, its goals are good, but its results are disappointing (Commission's Faculty Questionnaire, 1988).

Only 12% of tenured faculty in the CSU system in 1985 were minorities (6% Asians, 3.1% Latinos, .4% Native Americans, 2.5% Black). There are many possible explanations for the lack of minority faculty. One faculty member at SFSU stated: "The university puts the majority of power in the hands of white supremacists..." The real issue is the institutionalized racism involved in the politics and procedures that govern this campus. Jose Carrasco at San Jose State University (Richards, 1988) calls the exclusion of minority professors the "clone syndrome" --where hiring committees choose white professors similar to themselves..."

Promotion, tenure and retention procedures appear to be as problematic as the hiring procedures. The SFSU Academic Senate Affirmative Action Committee Report (Chaney, 1989) cites the following complaints by minority faculty. "Excessive committee work is expected,... Greater achievement is needed for women/minorities; they are not taken seriously,... Research on ethnic issues is not valued." The Chronicle of Higher Eduction (Blum, 1988) reports that "the study by blacks of black culture is not viewed as top quality work by an academic community dominated by European and American scholarship" and cites one professor who was denied tenure because she did not separate her field-- literature-- from social issues.

Promotion difficulties also serve to create an atmosphere of fear. Marable discusses how administrations use the "threat of withholding tenure" to keep Black faculty members from becoming organized. This explains the "relative lack of resistance to moves on many campuses to dismantle or scale down Black Studies programs (Parker, 1987).

J describes (Confidential hearing 2) the difficulties ethnic minorities have in getting promoted after being hired. There are "constant and capricious changes in rules and regulations that work to keep employees from moving to higher levels."

President Corrigan has launched a unique affirmative action incentive plan--to hire an additional person of color after a department or program hired a person of color for a faculty position" (Fernandez and Kramer, 1989) Other steps should be taken to increase the numbers of minority faculty positions. In addition to our recommendations, solutions adopted by other campuses are: Stop searches that don't include minorities, create an executive level office of minority affairs, recruit aggressively, include an official faculty affirmative action advocate on each search committee, bring ethnic minorities in as visiting professors, (Spann, 1988)

STUDENT SENSITIVITY

Recommendation #7 **(See General Recommendations number 3)**

7. That there should be a sequence of two three unit courses in Ethnic Studies required for graduation--to be taken during the students' first year, even if the student is a transfer student. The course will be uniquely designed to include units on all groups subjected to racism and other forms of discrimination. Such a course might be developed by the School of Ethnic Studies, in cooperation with the governing structures of GE requirements.

(Also see Browning Recommendation dated March 19, 1990)

Justification

A. Students hold negative attitudes towards people of color. The results of the Commission's student survey reveal that 63% of Blacks, 42% of Asians, and 28% Hispanics receive "abuse from students." And 85% of Blacks, 76% Asians, and 69% Hispanics believe that ethnicity plays an important role in academic success. Some of the statements which students in the survey have overheard are: "Chinks," "Niggers go back to Africa," "Asians have an unpleasant smell," "Asians go home."

B. Though our course would be unique (see #7), other C.S.U. campuses have required ethnic studies courses as a graduation requirement. For example, at Cal State Fullerton, all students are required to take a course called "Intercultural Socialization" offered by the Ethnic Studies Department (Hearing on 10/4/89).

C. The required ethnic studies course is supported in the Master Plan: "We therefore strongly support efforts...to make ethnic studies an undergraduate graduation requirement...(California Faces, 1989, p. 100).

D. Current courses are inadequate. As students have stated "Current courses have "no books by authors of color (Hearing #2) and "many students at SFSU said they feel the history of people of color in America is ignored in their classes" (Golden Gater 4/18/89).

E. Even Segment III courses are not adequate. A student taking a Segment III cluster course associated with some Ethnic Studies course testified that her instructor stated that "Asians were docile, passive and had no philosophers... (See Justification for number 2 in this report). And John Phillips, Golden Gater editorialist, states "Segment III is not enough." "Many students say it's quite easy to avoid classes dealing with race relations and ethnocultural understanding."

F. Students are not voluntarily taking these courses in large numbers; only 10% of ethnic studies classes have white students (Golden Gater 4/18/89).

G. SFSU's course could be unique. They would be modeled after the Ethnocultural Literacy workshops developed by Ethnic Studies faculty. John Phillips (1989) Golden Gater (12/7/89) editorialist states an "Ethnocultural literacy course" should be required... "students would study history, literature and other academic disciplines from a nonwhite perspective--and study issues of racism and discrimination.

INCREASE OF NUMBERS OF MINORITY STUDENTS

Recommendation #8 (See General Recommendations number 5)

8. That the University's outreach and retention efforts be increased to improve the recruitment, retention, and graduation rates of ethnic minority students.

Justification

A. While 27.5% of all high school graduates were eligible for the CSU, only 10.8% of Black graduates and 13.3 of the Latino graduates qualified for entrance to the CSU, and only 4,468 Blacks and Latinos are among the 27,761 Californians who transfer into the CSU ("California Faces, 1989:8).

B. The University must step up recruitment of ethnic minorities. Though there has been an increase in the number of students of color at SFSU according to University statistics not all groups, notably blacks, have benefitted from these gains.

Recommendation #9

9. That responses to the elimination of minority students, e.g., the new admissions requirements and some standardized tests, should be developed and presented to the legislature. For example, the CSU Asian Pacific American Education Advisory Committee (CSUAPAEAC, 1989) laments the 40% failure rate of Asian Pacific students on the JEPET which they consider to be culturally biased.

Recommendation #10

10. That culturally relevant academic and social services, e.g., mentoring, and a cultural center, be developed for greater retention of students of color. A Writing Center should be part of increased academic services (CSUAPAEAC, 1989).

Recommendation #11 (See General Recommendations number 5)

11. That all university efforts be launched to assist the lower schools in providing literacy skills for students of color--to expand the pipeline to college.

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VOLUME I

APPENDIX H

REPORT OF THE ISSUE GROUP ON SEXISM AND SEXUAL HARASSMENT

REPORT OF THE ISSUE GROUP ON SEXISM AND HARASSMENT

Members: Nancy McDermid, Frieda Lee, DeVere Pentony, Mamdouh Abo-El-Ata

DEFINITIONS

SEX DISCRIMINATION:

Discrimination against a person because of his or her sex.

Equal Rights Amendment proposed wording:

> "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex."

SEXUAL HARASSMENT

What type of conduct constitutes sexual harassment? The federal Equal Employment Opportunity Commission defines sexual harassment as any verbal or physical conduct of a sexual nature that unreasonably interferes with the performance of one's job or that creates an intimidating, hostile, or offensive working environment. The conduct must be both undesirable and offensive. It must also be so significant and pervasive that it creates an abusive working environment, one that seriously affects one's emotional or psychological well-being.

Sexual harassment refers to the unwanted imposition of sexual requirements in the context of a relationship of unequal power. Central to the concept is the use of power derived from one social sphere to lever benefits or impose deprivations in another.

Definition from current SFSU Sexual Harassment Policy:

Sexual Harassment is one person's use of University authority, rank, or position to distort a University relationship by conduct which emphasizes another person's sexuality. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are forms of sexual harassment when the person with authority, rank, or position:

a. Requires submission as an explicit or implicit condition of instruction, employment, or participation in any University activity; or

b. Distorts academic or personnel evaluations based on response to such conduct; or

c. Hinders performance by creating or allowing sexually intimidating, hostile, or offensive behavior to occur in the University or in a University-related setting.

Sexual harassment is unethical and unprofessional conduct, illegal, and against San Francisco State University policy. It may occur in written, spoken, physical, and visual forms. The University will act to eliminate sexual harassment within its jurisdiction. A person with University authority, rank, or position must not use that power to create sexual pressure on someone else or on the work place in general.

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SUMMARY OF FINDINGS - SEXUAL HARASSMENT

There was no systematic methodological approach utilized to document the extent of sexism and sexual harassment on campus. Surveys yielded percentages of respondents who had experienced or knew someone who had experienced sexual harassment. Examples were culled from confidential testimony and public hearing testimony.

Of 274 students who returned a written survey, 14 had indicated that they had been sexually harassed. Forty students indicated that they knew of an incident in which a student claimed to have been sexually harassed. Of the 124 faculty members who returned a written survey, 7% said that they had been sexually harassed.

As an example derived from testimony heard during the confidential hearings, a staff member revealed working in a department where she received sexist remarks and comments. She was also sexually harassed by her supervisor for a long period of time and did, in fact, become (although briefly) sexually intimate with him since he would not take no for an answer. While she presently ignores comments from her supervisor, she continues to work in the same Department. She is seeking other employment which utilizes her particular skills. At one point some time ago, she talked with a sexual harassment officer but decided not to pursue the case any further. At this time, she is rethinking that decision.

During public hearings, participants discussed the need for educating the campus community on the policies and the distinction between subtle and blatant sexist/sexual harassment behavior.

The commission believed that extensive documentation of sexism/sexual harassment was not necessary. Verification of its existence on campus from the readings and from hearing testimony was disturbing enough for Commission members. The next step was to examine redress and grievance procedures.

EDUCATION PROGRAMS

Sexual Harassment

The purpose of the educational program should be: i) to educate students, faculty, and staff of the various forms of sexual harassment in order to prevent, or at least minimize such incidents; ii) to acquaint various groups of existing University policy so they would know what to do if subjected to this form of discrimination.

To accomplish the first objective, a series of public lectures, seminars, and articles in the students' newspaper and other University publications should be presented periodically. Each sexual harassment officer should sponsor a limited number of these activities each year. Preferably this should be carried out in collaboration with appropriate academic units(e.g., Women Studies.)

The second objective can be accomplished as an integral part of the Orientation program provided to new students, faculty, and staff. Orientation material on sexual harassment policies should be developed and disseminated by the appropriate administrator for each group (e.g., Dean of Students for the New Students, Associate Vice President for Faculty Affairs for the new faculty and new department chairs, and the Director of Personnel for new staff members).

REVIEW OF SEXUAL HARASSMENT POLICIES

I. Introduction.

Our review of the Sexual Harassment Policy and Procedures, Faculty Manual, August, 1989, pp. 63-67, at San Francisco State University offers the following preliminary conclusions:

A. General Adequacy of the Policy. The current policy seems generally adequate. It is clear that sexual harassment is unacceptable to the university community and that the university community, through its stated policy, wishes to eliminate sexual harassment in any form and to do so with concern for the rights and obligations of faculty, staff and students. Moreover, the current policy reflects a therapeutic effort to resolve problems in a nonpunitive way if possible, without, at the same time, forfeiting the intention to punish violators appropriately in flagrant cases of intimidation and harassment. Obviously, those who drew up the current policy have thought carefully about the need for such a policy and have identified ways to redress complaints.

B. Difficulties with the Current Policy. We have identified a number of difficulties or problems with the current policy and its expression in the Faculty Manual. The following comments register our main concerns:

1. **Some Vagueness in the Definition.** Reference here is to the part of the definition which identifies sexual harassment as (in part) "other verbal or physical conduct of a sexual nature" (p. 64). To us this aspect of the definition is unnecessarily vague. Perhaps examples are needed. We are especially concerned about the vagueness of the term "verbal" and want to be sure that this part of the policy does not violate First Amendment guarantees. The Sexual Harassment Policy does apply only to those situations in which the accused is in a position of University authority or rank.

2. **Organizational Structure of the Policy.** The internal logic of the structure of the policy is unclear at best and confused at worst. For example, the section on Sexual Harassment Advisors (SHAS), p. 64, precedes the section on Sexual Harassment Officers (SHOS), p.65, when the SHOS are supposed to be the permanent officials who, one presumes, are responsible for identifying the SHAS volunteers and monitoring their performance (although even this is somewhat unclear). The logical connection between these important agents for redress of complaints seems thus turned around. Also, there is no carefully articulated connection between the two. This is a weakness that needs to be remedied. Moreover, "Pre-formal Discussion" should logically be a subheading of the general category "Pre-formal Resolution of Complaints" which itself is not adequately defined. In addition, the chart identifying the Complaint Process (p. 67) might well come first under a general heading of the Complaint Process rather than so close to the end of the section. We recommend that consideration be given to organizing the section in approximately the following fashion:

a. Definition of Sexual Harassment

b. Identification of the Responsible Officials

c. Description of the Process for Redress

3. Unnecessary Dispersion of Responsibility for the Process. Although the members of the Commission understand the desire to have SHOS in each of the main constituencies of the University, i.e. faculty, staff and students, we wish to raise the question whether there should not be some clear coordination between them and perhaps even a central place where complaints could be registered and the processes for redress made clear. (See "Road to Redress" below).

4. Improper Location of the Investigation of the Complaint. Perhaps this is a terminological problem mainly, but we believe that the word "**investigation**" should be signaled in the "Pre-formal Investigation and Reporting" section (p. 66). Indeed, there seems to be some confusion in terminology and process in these two sections. Apparently the distinction is between complaints in writing and oral complaints while some investigation clearly goes on in each. Moreover, we think the use of "Pre-formal" in both of these illustrations is confusing. Other ways of distinguishing the different processes are surely possible and almost certainly better.

5. Presumption of Guilt in the Pre-formal Discussion Phase. Section d., p. 66, permits the SHO to recommend "an oral or written warning or reprimand" to the alleged harasser without a clearly stated opportunity for the harasser to contest the complaint. We are particularly concerned about the written aspect of this clause since it can become part of the person's record without benefit of due process.

6. **Reference to Existing Complaint, Grievance, or Disciplinary Procedures Unclear.** On p. 66 the directive to the parties to "seek redress through existing complaint, grievance or disciplinary procedures . . ." is rather unclear. The complainants need to have more information about where to go if dissatisfied with the Sexual Harassment procedures.

7. **Reference to an Educational Program (p. 67) is Vague.** We saw this as a residual category and could find no evidence that it had ever been implemented. We recommend that this be done.

8. **Road to Redress Needs to be Made Clearer.** This refers primarily to a better and more logical pattern of headings and organization. We suggest considering a less legalistic format for headings, such as Where Do I Go; What Procedures Do I Follow etc. It also refers to the section above that recommends the placing of the Chart earlier in the section. (More comments on the Road to Redress in that section).

Affirmative Action Policies

We find the **Affirmative Action Policies** of the University adequate to the accomplishment of stated goals. We do recommend a special task force to suggest ways and means to provide greater assistance to hiring units of the university in seeking affirmative action hiring and to survey other institutions which have had notable success in affirmative action recruiting assistance.

The Road to redress for Violations of Sexual Harassment Policy and Other Actions Concerning Improving Human Relations

We wish to make several specific recommendations concerning improving the road to redress of complaints about violations of sexual harassment policies and other actions concerning improvement of human relations at San Francisco State University.

1. **The Preparation and Distribution of Manuals.** We recommend that the policies of the university concerning sexual harassment be published as part of a succinct and attractive manual for defining rights, responsibilities and avenues for redress of grievances and that this manual be made available to all segments of the campus community.

2. **The Identification of a Sexual Harassment Advisor in Each Major Unit of the University.** We recommend that at least one SHA be identified in each major area of the university and that information about process reside in each administrative office of the university.

3. **The Creation of the Office of the Commissioner of Human Relations.** We recommend that an Office of the Commissioner of Human

Relations be established immediately; that a full time Commissioner (or Commissioners) of Human Relations, reporting directly to the President, be appointed; that this office have direct responsibility for promoting improved Human Relations on campus, for informing the President and the campus community of problems, general and specific, for supervising the investigation of alleged violations and for seeking redress; that the Commissioner assume a proactive role in anticipating problems and seeking their immediate resolution; and that the Commissioner be a high level appointment with a proven record in the defense of civil liberties.

Ombudsperson Proposal

An ombudsperson function originated in Sweden in 1809 when that nation established the "Justitie–ombudsman." The ombudsperson's "main concern is with the rights and liberties of the citizens." (Nils Arden in Mundinger) The role has continued and seen a large increase in practitioners in the last few decades. Mary P. Rowe, Special Assistant to the President of the Massachusetts Institute of Technology estimates that there are between 7,000 and 8,000 ombudsmen in the U. S. currently; several states have ombuds offices as do all the Canadian provinces. Ombuds functions are being performed under a variety of names in private corporations, and a large number of colleges and universities. The University and College Ombudsman Association serves as a professional and training organization for academic practitioners.

Functions/Roles

The existence of an ombudsperson in any setting signals the recognition that abuse and unfairness can occur in an institution through insensitivity, or disrespect, or through inadvertence and accident. Given such a recognition, the responsibility of the ombudsperson includes "the duty of determining the gravity of [a] grievance, the authority to acquire information, the opportunity to give advice, and the right to make the findings public. . . . In a sense, the ombudsperson should represent a brooding presenceto which an aggrieved member of the university could appeal in the confidence that the ombudsperson is a [person] of established integrity and reputation whose sole concern is the advancement of justice and equity in the campus community." (Mundinger) Mary P. Rowe expands the definition somewhat: An ombudsperson is "a neutral or impartial administrator or manager within an institution, who may provide confidential and informal assistance to anyone within that institution in resolving work (or education) related concerns, who may serve as counsellor, go–between, mediator, fact–finder, or upward feedback mechanism, and whose office is located outside ordinary line management (or academic) structures." (Rowe)

Scope or Purview

Ombudspersons perform their roles for varying constituencies on various campuses, defined on each campus for its particular needs. The ombudsperson at Michigan State University — probably the oldest functioning ombudsperson office in a large university setting — (1967), serves only students. (The office notes, however, that its fact–finding function also serves faculty and administrators from unfair or illegitimate accusations.) The ombuds function at the University of California at Berkeley serves "students and academic personnel." However, in the realm of academic personnel matters, it limits its purview to the procedures of the Committee of Privilege and Tenure. At Cornell, the ombudsperson serves students, faculty, staff, and others, theothers being members of the community who may have some complaint relating to the University or members or officers thereof.

Obviously, the purview of an ombudsperson is related to the constituency served. An ombudsperson serving students would not be likely to try to mediate between a secretary and a supervisor about an alleged health hazard in their office. The broader the constituency, the broader the charge to the ombudsperson; at the University of Alberta the ombudsperson's "jurisdiction extends over any matter over which the Board of Governors has authority." (Friedman and Barker)

Whatever the purview or jurisdiction, writers on the ombuds function in universities warn against the assumption of certain roles or encouraging certain expectations of the office. Howard Roland notes: "For an institution to appoint an ombudsperson to solve its political problems is a mistake. Even when performing effectively, [an ombudsperson] cannot ward off major student political confrontations challenging the organizational structure or policy decisions of the institution. He relieves student pressures and frustrations, he improves administration, he corrects small injustices, but he does not quell mass student rebellions." (Friedman and Barker) It seems legitimate to extrapolate and suggest that an ombudsperson cannot solve major faculty/administrative political/structural problems or structural staff/administrative difficulties. It might be possible for an ombudsperson to point out certain structural or policy issues that contribute to difficulties, but the ombudsperson role stops short of solving these kinds of problems. Here, the academic senate or other equivalent bodies need to act.

In unionized settings, such as San Francisco State University, additional factors and possible constraints must be considered if the ombudsperson is expected to handle faculty or staff complaints. Friedman and Barker note that faculty (or staff) associations should consciously decide upon their relationship to the ombudsperson, that is, "whether they want their members to use the ombudsperson first before the staff association will look into their complaint or whether associations want to leave it completely to individual faculty members to approach the ombudsperson or the faculty association (or both)." Though difficult to predict, one assumes that an effective ombudsperson might be able in a unionized setting to solve problems before they reach the formal grievance level. Such an outcome might or might not be welcomed by faculty or staff associations.

Power and Limits of Power

Ombudspersons are granted the power to listen to complaints, determine those that are legitimate and have some hope of being resolved, of fact-finding (usually all University records are available to the ombudsperson), of calling people together for mediation, of trying to implement other creative solutions to conflicts, of analyzing and suggesting changes in unfair or inefficient policies and procedures.

The limitations of ombuds power are implied in the list ofpowers. The ombudsperson cannot change policies, he/she can only suggest that counterproductive or unfair policies be changed. The ombudsperson does not arbitrate and rule; an ombudsperson cannot force an official to change a questionable practice, but an ombudsperson usually can seek creative mediation between parties. "In reality," writes Joseph W. Drew, "the ombudsperson does have power, although it is not juridical. His [sic] power stems from the moral force of a community that believes he [sic] is in fact exercising integrity in the handling of cases brought to him [sic] and from the constant support he receives for his [sic] handling of legitimate cases from those who are in positions of juridical authority." The Office of the Ombudsperson at Michigan State University notes: "There is no authority to order anyone to do anything, but if the Ombudsperson is convinced that a genuine problem is not being addressed at a lower level or that a student has been treated unfairly, the case will be pursued up the university hierarchy to the President's office, if need be. This has almost never been necessary. The added 'clout' of the Provost's office or other high administrator has thus far usually been sufficient, and even that muscle is exercised very sparingly."

Thus the ombudsperson's power and effectiveness comes from having moral weight, having the support of the highest powers on campus, and having a record, over a period of operation, of producing results. If an ombudsperson cannot resolve conflicts over a period of time, other channels will be pursued and the office will be useless. The potential for effectiveness in aparticular setting must be considered in the creation of an ombuds office.

Confidentiality: A Key to Trust

People who feel aggrieved are unlikely to consult an ombudsperson unless they feel confident that their complaint will be received sensitively and impartially, and that it will be handled confidentially. If there is any doubt of the confidentiality of the process, a person is likely to feel vulnerable and in danger of being compromised. Doubt about confidentiality, then, impairs the effectiveness of the Ombudsperson office. The "Guidelines for the University of California at Santa Cruz's Office of the Ombudsman [sic] Purpose/Scope of Office" incorporates these explicit procedural guarantees of confidentiality:

> H. Confidentiality – Any complaint or consultation with the Ombuds[person] will be treated confidentially unless it is agreed otherwise.
>
> The Ombuds[person] shall use or release information from individuals' records only when she/he has verbal or written permission from them to do so.
>
> While the Ombuds[person] has latitude in making public her/his findings and recommendations, she/he must respect the privacy of individuals and respect their requests for anonymity. (Guidelines, see Appendix A)

The question of confidentiality has another side as well; toinquire adequately into a complaint, an ombudsperson may need to have access to confidential information and records. Though there may be limitations in some categories, the accessibility to information is a consideration of great importance as a viable ombudsperson office is developed.

Positioning: Authority and Independence

Organizational positioning of the ombuds office can be a crucial factor in the Ombudsperson's ability to produce results. The ombuds position should not be in reality or perception a duplication of another campus office. The most likely real or perceived duplication is probably that of certain positions in Student Affairs Offices. Most writers who discuss the organizational positioning of the ombuds function recommend against placing it in the Office of Student Affairs for at least two reasons: 1. A Student Affairs division may not be perceived as "high" or powerful enough within the campus organization (could an ombuds in a student affairs office persuade a vice president to alter some objectionable behavior?); 2. The Student Affairs Office itself may be involved in a complaint and there may be a real or perceived conflict of interest. A survey of Michigan State University students found that fewer than one fifth favored a professional student personnel worker. (Friedman and Barker). If the ombudsperson is charged to handle faculty and staff complaints as well as student problems, the Student Affairs Office is even a less suitable placement.

Michigan State and probably most other universities place the ombudsperson's office in the President's office. Certainly, such positioning gives the ombuds function the highest sanction and, theoretically, the highest respect. Joseph W. Drew puts it this way: "If the president or equivalent officer does not wholeheartedly support both the goals, and more importantly, the critical recommendations of the ombudsperson, the structure of the ombudsperson's power collapses." At Cornell, the ombudsperson is appointed by the President with the concurrence of the University Assembly.

A caveat needs to be sounded. Even positioned in the President's office, an ombudsperson may be compromised if asked to handle a problem somehow involving the president, an academic personnel or staff matter, for instance. The perception and reality must be that the ombudsperson can fact find and make recommendations with integrity even in matters related to the president's functioning and does have the power to attempt to resolve problems involving the president without fear of retaliation. One protection might be a fixed appointment to eliminate the threat of summary dismissal. A fixed period appointment of several years, perhaps, would be a tactic for insuring the independence of an ombudsperson. Dismissal might come only after a hearing held by a committee composed in the same way as the selection committee. (Friedman and Barker). These safeguards of authority and independence are probably vital to the effective operation of an ombudsperson.

Accountability

Most ombuds offices file an annual report, usually to the university president, though Cornell's is explicitly directed to the Cornell Community. Portions of Cornell's report are included as an appendix.

Selection

Ombudspersons are selected in a variety of ways. As mentioned, at Cornell the President appoints with concurrence by the University Assembly. At UC Berkeley the ombudsperson is appointed to a two-year term by the Academic Senate. At Cornell a search committee is created, composed of one student, one faculty member, one employee appointed by the University Assembly, and four persons appointed by the president. (Here too the ombudsperson is appointed to a two-year term.) Mundinger sees the Board of Trustees with the advice of the President finally appointing the ombudsperson. Any number of permutations could be worked on these procedures, but the goal of an effective search for an ombudsperson should be kept in mind. The selection process needs to find an effective candidate and appointee who reflects the confidence and respect of the community to be served.

The Characteristics of an Effective Ombudsperson

Howard Rowland identifies several characteristics and competencies that will help an ombudsperson perform well and earn campus confidence. The effective ombudsperson will be a long-time faculty member at the institution (a qualification a number of writers note); will be experienced in teaching and counseling; will be respected by students, colleagues, and administrators. The incumbent should have a rudimentary knowledge of law, and should become familiar with the civil ombudsperson concept. (Friedman and Barker). Other writers add that the effective ombudsperson should have a thorough knowledge of the campus operations and regulations and be ready to be accessible to constituents.

This is a daunting list of qualifications, and it may be possible to suggest an alternative model that would not require one person to have all of the required qualifications. This model would feature two "co-ombudspersons." One person would be a faculty member, familiar with the University and its policies, regulations, personalities, etc. The other person might very well not be a faculty member; indeed, the second person might not be a member of the immediate campus community at all but would have expert skills in mediation or negotiation. Together they would embody the qualifications needed for an effective ombudsperson.

Certain personal characteristics will probably be important for the graceful and effective handling of the ombuds role. MaryRowe suggests that the effective ombudsperson will be able to see all sides of an issue and to mediate rather than judge. The effective ombudsperson will be creative, and seek "creative integrative solutions as much or more than justice. . . ." Personality often plays as important a role in the success of ombudsing as academic preparation and experience.

The appointment level and time fraction varies from place to place. Michigan State University's ombudsperson is appointed full–time; Cornell's Associate Ombudsperson is full–time with an assistant ombudsperson half–time. Obviously, each university must decide the extent of its needs, but it would seem that an ombuds position needs to be funded at a high enough level to demonstrate respect for and commitment to the function; and the position must not be seen as a part–time adjunct to other more important functions.

Outreach

A new ombudsperson office needs to think about how it will go about letting the campus know of its existence. There seems to be some sense, however, that one doesn't aggressively seek business; the preferred stance seems to be accessibility if needed. Carolyn Stieber, the Ombudsperson at Michigan State University, writes: "[Outreach] is a problem since the ombudsperson should not be perceived as recruiting clients. On this campus the office is briefly described in most of the official publications which students receive (catalog and studenthandbook) but a fair amount of our business, if not most of it, comes from word-of-mouth referral." Cornell, whose ombudsperson serve staff, faculty, and "others," publishes an attractive brochure. Catalog and handbook announcements as well as Cornell's brochure are included in this report as appendix C.

UCOA Conference: Help in Creating an Office

At the Annual UCOA Conference, to be held in Ann Arbor from April 5 through April 7, there will be a session to help institutions trying to develop the ombuds function. The information on conference is included as appendix D.

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VOLUME I

APPENDIX I

REPORT OF THE ISSUE GROUP ON HETEROSEXISM AND HOMOPHOBIA

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REPORT OF THE ISSUE GROUP ON HETEROSEXISM AND HOMOPHOBIA

I. DEFINITIONS

heterosexism; the assumption that all persons are heterosexually oriented; that heterosexuality is natural and normal and all other orientations or identities are unnatural and abnormal.

homophobia; the fear and hatred of homosexuals and homosexuality which is felt by heterosexuals and, to some degree, by some gay men and lesbians themselves.

II. CONTEXT:

Prejudice against lesbians and gay men has been categorized by a variety of names: homophobia (Weinberg, 1972), homoerotophobia (Churchill, 1967), homosexphobia (Levitt & Klassen, 1974), homosexism (Lehne, 1976), heterosexism (Morin & Garfinkle, 1978), and homonegativism (Hudson & Ricketts, 1980). The terms reflect multiple theoretical assumptions and a number of political orientations found in the recent literature. The characterization of hostility toward homosexual individuals as phobias implies that these attitudes are based on irrational fears. These responses involve cognitive, affective and behavioral responses which are involved with issues of homosexuality at personal, social, legal and moral levels.

Freedman (1978) states that homosexuality, in and of itself, is not a sickness. He does suggest, however, that homophobia is a severe disturbance which damages lesbians, gay men and heterosexuals alike. Voeller (1980) characterizes homophobia as a civil rights issue and indicates that the methods of oppression and persecution of gay men and lesbians are identical to the methods used to oppress other minority groups.

The extent of homophobia in North America is reflected in the literature which indicates that homosexuals are more stigmatized than alcoholics, drug addicts, criminals and members of those racial minorities that are customarily subjected to discrimination (Corbett, Troiden & Doddler, 1977). Schneider's writings (1988) indicate that many parents, upon learning that

*Members: Hollis Matson, Rufus Browning, Jack Adams their child is gay, would have preferred to hear that their child was a murderer or had cancer.

Lesbians and gay men are victims of prejudice. Allport (1958) defines prejudice as a "negative categorical attitude based on error and overgeneralization." If prejudice were merely an attitude without associated behavior, it would not matter much except to the individual holding that attitude. But attitudes most often find expression in behavior, whether individual or social. Allport suggests that when prejudice is acted out, it has three stages: antilocution, discrimination, and violence.

Antilocutions related to anti-gay attitudes, range from trivializing and derogatory terminology - "faggot, lesbo, dyke, queer" - to elaborate psuedo-scientific theories designed to prove the inferiority and/or danger of that group. Antilocutions about gay men and lesbians cover quite a range. For example, Dr. Harold Voth, a Menninger Clinic psychiatrist, wrote of gay people:

> Homosexuality is as much a public health problem as any of the major diseases which have concerned public health officials and the medical profession. Little good can come to children exposed to adults who are so disturbed as to become overtly homosexual (Voth, 1977, p. 83).

The roots of prejudice in general, and homophobia in particular, are complex; however the similarities between homophobia and racism are too conspicuous to ignore. When any minority group is stigmatized, specific beliefs emerge repeatedly as justification for discrimination. The statement by Voth exhibits two of the major accusations made against minority groups but especially against lesbians and gay men: that the group constitutes a health hazard and that it poses a special danger to children. Historically, minorities have been portrayed as being sexually uncontrolled and preying on women and children (Martin, 1982). Both of these themes occur often in the rhetoric of prejudice, especially in the rhetoric of homophobia. Gay men and lesbians have been perceived as a threat to society. Fear exists that if allowed to mingle with the majority or if given equal rights, often perceived as special privileges, this minority would contaminate and eventually overpower the dominant group.

Antilocutions often lead to discrimination. If one believes that a group is sick or dangerous, it seems necessary to quarantine it or keep it separate from those who fear it. Discrimination against gay men and lesbians takes many forms. Laws do not permit known homosexuals to enter the United States from other countries. Gays are still fired from government positions, as potential security risks, and pressured to resign from elected positions. Recall elections are proposed and attempted. Gay men and lesbians are discharged from the military services solely on the basis of their sexual identity. Teachers and other professionals fear losing their professionals rights if they are discovered to be gay or lesbian. Gay or lesbian parents have lost custody of their children because of their sexual orientation. Gays and lesbians are evicted from housing, often with no legal recourse. And gay and lesbian children are turned away from their families' homes and lives when they profess their identity...often, indeed, when there is merely a suspicion of their homosexuality.

Legal and economic discrimination are not the worst that can happen to a sexual minority group. Equally devastating are those acts of social discrimination which erode one's sense of self. Lesbians and gay men, raised in a repressive and prejudiced society, internalize the fear, anxiety and homophobia expressed by others. Homophobia impacts career choices, decisions about where one might live safely, and sometimes whether or not one might choose to live at all.

Discrimination, coupled with antilocutions, often leads to the final stage of prejudice: violence. Violence against lesbians and gay men is on the increase, nationally as well as locally. The Washington, D.C.-based Anti-Violence Project of the National Gay and Lesbian Task Force pointed out that there were 7,248 reported incidents, nationally, in 1988, including seventy murders in 38 states (Sentinel, February 2, p. 10). Hate-crimes, as these attacks have come to be known, are acts of violence with no other motivation than an individual's hatred of another individual or group. Generally there is not an adjoining crime, such as robbery, and usually name-calling is involved.

In San Francisco, Community United Against Violence, a community organization, keeps increasingly shocking numbers and accounts of attacks against gay men and lesbians. A recent San Francisco Sentinel article documented an overall increase in anti-gay violence of 67% in 1989 (February 2, p. 2). While an overwhelming number of reported cases occurred in San

Francisco, CUAV spokespersons suspect a large number of Bay Area assaults still go unreported. The number of incidents in 1989 jumped to 331 from 198 in the preceding year with the number of victims more than doubling, from 226 to 458. According to CUAV, 54% of anti-gay assailants used weapons. Of physical attackers, 29 "gaybashers" chose to use clubs; another 29 used more than one weapon. Ten used bottles and eight attackers used guns, knives or vehicles.

Forty-seven gay men and lesbians were attacked by a lone assailant; 98 were assaulted by two or three individuals; 338 by four or five; and 21 lone gays and lesbians were attacked by groups of six to ten people. Seventy-four victims required medical treatment and ten people were hospitalized.

In January, 1990, the City of San Francisco held a public hearing on hate-crimes and related issues. In Washington, D.C., at present, legislation is being examined by the U.S. Congress related to hate-crimes. At issue is the addition, in the legislation, of gay men and lesbians as a minority group often victimized in these crimes. After being passed overwhelmingly by the House of Representatives, this national legislation has been stymied in the Senate by conservative legislator Jesse Helms.

In the past two decades, there has been a dramatic increase in empirical research related to attitudes toward lesbians and gay men. Studies have documented the attitudes of physicians, social workers, and other professionals. Other research documents attitudes of college and university students as well as the effects of education on attitude changes. Others have studied institutional reactions to homosexuals in settings such as the military and the news media.

Research of this sort is still relatively new and empirical findings have not yet been interpreted from a coherent theoretical perspective. Clearly there is a need to synthesize data in order not only to understand the anxiety and hostility evoked by homosexuality but also to understand how it can be countered, particularly in settings such as San Francisco State University.

III. MAJOR FINDINGS

A. Findings From Public Hearings and Confidential Testimony

Based on the data from confidential testimony and well-attended public hearings on the topic of heterosexism and homophobia, it is clear that homophobia does exist on the San Francisco State University campus.

Students, staff employees, and faculty who were present at confidential and public hearings were concerned about the level of homophobia which is often expressed in graffiti, name-calling, and verbal attacks on gay and lesbian lifestyles. Students said that while some faculty verbally slander gay men and lesbians, or ignore the contributions of lesbians and gay men to academic disciplines and to society, others (as a way of appeasing homophobic students making complaints) apologize to their classes for the necessity of having to include sexual identity issues in their course materials.

Many students who are gay and lesbian commented that they are afraid to be "out" in their classes and often do not challenge homophobic remarks for fear of grade retaliation and/or negative peer responses. Even in courses in which students are encouraged to talk or write about themselves, many lesbian and gay students choose to remain closeted because they fear potential condemnation by others. Students at UCHR hearings expressed concern about the invisibility of gay and lesbian staff and faculty; they suggested that there is a lack of role models who are open about their sexual identities. At the same time, they understood that faculty and staff have many of the same fears of retaliation, including potential loss of employment or position.

Most persons who spoke with members of the Commission about this issue agreed that offensive language is pervasive on campus, in and outside of classrooms and offices. There is also academic denial about sexual identity issues: often courses include a variety of individual and family styles without mentioning homosexual lifestyles and behavior. A student commented that in a literature course, an instructor disagreed that an author's homosexuality was a foundation for his writings. In the same course, the instructor stated that another author's probable lesbianism accounted for her writing a book that appeared to him to be anti-male.

A common concern of students relates to physical safety. Students have been threatened often enough, both off campus and on campus, that they fear potential physical assault based on their sexual identity. This comment, made in a public hearing, resulted in many nods of appreciation: "I don't tell many people that I'm gay because I don't want to be smashed in the face."

Gay/Lesbian staff and faculty, along with students, often experience isolation and alienation on campus. Faculty members commented that, because of their sexual identiy, they are excluded from many departmental activities. A faculty member stated: "I deeply resent being treated as a non-person. There are faculty members, both in and outside of my department, who will not look me in the eye, who will look down or around but do everything to ignore me. I resent that people, who say they're liberals, can't look me in the eye."

A faculty member, talking about the fear brought up by being openly lesbian, said "I've had students in class who, knowing that I am a lesbian, call lesbians and gay men all sorts of names. I've been physically threatened. I have had people in class that I am afraid of."

Another faculty member said: "It's my feeling that the homophobia that has been directed against me and our work on campus, is based on the assumption that anyone who is not a bonafide heterosexual male or female is not a responsible adult."

Faculty felt that there is a possibility of promotion and tenure being withheld because of sexual orientation. One faculty member felt that research about homosexuality is felt to be less worthy than other research...that, like research about women, research related to homosexuality is not academic research. Some faculty suggested that articles are sometimes not published when the author is a gay man or lesbian.

Faculty and staff were deeply concerned about the lack of support they receive from their non-gay colleagues. "When a list of department members and 'spouses' is made up, there is no place to include your partner."

A faculty member who has been on campus for over twenty years said that he has never been on a hiring, retention or tenure committee, or on a curriculum committee. A professor who edits an internationally known journal has received little or no support, appreciation or recognition for that work because it relates to homosexuality.

A staff member spoke of a friend who was passed over for a position because he was gay and so was the person to whom he would have reported, which "wouldn't have looked good."

A staff member gave examples of the "hit and run" comments that are often made by people on campus which are offensive to lesbians and gay men. He also spoke of verbal assaults occurring in the men's locker room.

A staff employee brought to the attention of some commissioners that the University's equal employment statement, on job announcement, welcomes applications of ethnic minorities, women, disabled persons and veterans but does not mention gay men and lesbians.

B. Findings From Student Survey

Students were given a list of fifteen groups, including Arabs, Asians, Pacific Islanders, Blacks, Hispanics, Native Americans, Whites, Men, Women, Gays-Lesbians, Fundamentalists, Jews, Mulsims, Disabled and Foreigners. For each group, students were to indicate whether they think members of the group are treated better tyhan, the same as, or wrose than the average student at SFSU. Of 400 students completing the survey, 8% reported that gays and lesbians are treated better than the average students, 57% felt gays and lesbians are treated the same, and 35% indicated that gays and lesbians are treated worse than the average SFSU student. 31% of students indicated that Blacks are treated worse than average and 30% indicated that Muslims and Fundamentalists are treated worse than the average student. Twenty-eight percent said Arabs receive worse then average treatment. More than one-third of students surveyed indicated that gay men and lesbians are treated worse than the average SFSU student.

Using an eleven point "feeling thermometer" scale, students were asked to indicate their feelings about each of the fifteen groups. The scale ranged from very cold (unfavorable feelings toward the group) to very warm (favorable feelings toward the group). Gay men and lesbians ranked fourteenth of the fifteen groups at the very cold end of the thermomenter. Only Fundamentalists were seen more unfavorably by a large number of students. Fourteen percent of students reacted very coldly to Fundamentalists, with five percent responding very coldly to gays and lesbians. Three percent responded very coldly to Arabs and Muslims, with the rest of the groups getting very cold responses of one per cent or less.

At the other end of the scale, high or very warm responses were indicated for women (15%), Hispanics and Native Americans (13% each), Blacks and Men (12% each), and Asians (11%).

Only ten percent of respondents indicated having very warm feelings toward lesbians and gays. It is appropriate to add that six percent of survey respondents self-identified as gay-lesbian, with another four percent self-identifying as bisexual. It may well be, therefore, that only lesbians, gay men, and bisexuals responded very warmly to lesbians and gay men.

A six-point scale from "not at all offensive" to "extremely offensive" was used to get student responses to events that might occur on campus. While 25% of students responded that they would be extremely offended by a classmate's saying that homosexuality is unnatural, 18% reported that they would not be offended at all, with 15% placing themselves exactly at midpoint of the scale.

Related to a list of personality attributes including such factors as gender, race, income, sense of humor, political convictions, ethnicity, religioin, etc., 31% of students indicated sexual orientation as a very important factor in defining personal identity. 28% reported sexual orientation as moderately important, 21% said it is slightly important, and 21% said it is not at all important. 59% of students reported having at least one good friend who is a gay man or lesbian.

Fifty-five descriptions of specific incidents of discrimination were the number provided by student respondents. Of these, eight were categorized as incidents relating to sexual identity. Seven of the eight incidents centered on comments made by other students which seemed degrading to lesbians and gay men or were suggestions, by other students, that the respondent might be "weird", that is gay. The remaining incident was a report of negative faculty comments during class sessions.

Interestingly, several students, in the open-ended section of the survey, remarked that insensitivity by faculty carries far more weight and is more serious than insensitivity on the part of fellow students.

Self-identified gay and bisexual students made up ten percent of the respondents to the student survey. Cross-tabulations by sexual identity showed that 66.7% of the gay and bisexual students were women, with 33.3% men. Of these students, 51.4% were single, never married; 8.6% were married; 31.4% indicated that they are in monogamous relationships; 5.7% are divorced' amd 2/9% indicated "other" in terms of marital status.

Of gay and bisexual students, 70.3% are full-time students at SFSU and 29.7% are part-time students. 59.5% are transfer students. Related to classification, 2.7% were freshmen; 5.4% were juniors; 54.1% were seniors; 37.8% were graduate students.

The average age of gay and bisexual student respondents was slightly higher than self-identified heterosexuals. 24.3% were under the age of 25;

16.2% were between the ages of 25 and 30; 59.5% indicated that they were 31 years of age or older. This compares to 39% of heterosexuals under the age of 25; 33.2% age 25-30 and 27.8% indicating 31 and older.

Of the gay and bisexual students, 21.6% categorized themselves as disabled. Politically, all the gay and bisexual students considered themselves middle of the road or left. Not one student in this group self-categorized as slightly, moderately, or far right on the political spectrum. 21.6% were far left; 40.5% were moderately left, and 21.6% were slightly left. 8.1% considered themselves middle of the road and the remaining 8.1% indicated no opinion.

Racially and ethnically, the gay and bisexual students were quite diverse. 2.7% were Chinese; 2.7% were Other Asian; 2.7% were Chicano; 5.4% were Other Hispanic; 8.1% were Black non-Hispanic; 64.9% were White non-Hispanic; 13.5% categorized themselves as Other.

Asked whether gay men and lesbians are treated better than, the same as, or worse than the average student, 8% of the heterosexual students responded that gays and lesbians are treated better. 6.7% of gays and bisexuals gave that response. 60.% of heterosexuals and only 30% of gays and bisexuals indicated that gays and lesbians are treated the same as the average student.

Thirty-one percent of heterosexuals indicated that gays and lesbians are treated worse than the average student, while a much larger percentage of gays and bisexuals, 63.3%, indicated worse treatment than average. In fact, gay and bisexual respondents answered "worse than" in far higher numbers than did heterosexuals related to many of the racial and ethnic groups.

For example, 47% of gays and bisexuals indicated that Arabs are treated worse than the average student, compared to 25.9% of heterosexuals. Twice as many gays and bisexuals (31% compared to 15.9%) indicated that Pacific Islanders are treated worse than the average student. Blacks were seen to be treated worse than the average by 53.3% of gays and bisexuals, compared to only 27.4% of heterosexuals. And 68.4% of gays and bisexuals indicated that Muslims were treated worse than the average student, compared to 24.7% of heterosexuals giving this answer. It is outside the parameters of this issue group report to make comparisons about other groups being studied, but it would be interesting to see whether groups considering themselves to be minorities have perspectives of other minorities which are not shared by members or majority or dominant groups. This might be an area for further research.

Almost one-half of the gay and bisexual respondents said they have felt generally abused, on the San Francisco State University campus, on the basis of their sexual orientation. While 16.2% indicated that had rarely been abused, 29.7% answered sometimes and 2.7% responded that they were often abused based on their sexual identity.

The term abuse can be defined in many ways. What is important is recognizing that individuals feel abused whether others agree with the use of this particular word. Gay men and lesbians are offended by graffiti commonly seen on restroom walls; one may assume that others are offended by this graffiti as well. Flyers for gay and lesbian activities and issues are regularly defaced on campus bulletin boards. Conversations, whether one is a participant, or auditor, often include language offensive to gay and lesbian members of the campus community, and to many heterosexuals as well. Similarly, incidents reported in the student survey included discomfort by heterosexual students who, when defending gays and/or lesbians or the use of appropriate language, found their own sexuality questioned.

Additionally, more than one-half of gay and bisexual students indicated that they had been abused on the basis of their gender, 22.2% rarely and 36.1% sometimes. In the open-ended section of the survey, a female student stated: "I think the life-style differences and distinct social pressures upon gays and lesbians are extensive enough to warrant separate categories: gay man and lesbian. Just because they are both 'gay' or homosexual does not mean that both groups experience life similarly. Gay males who are white and who are educated have great advantage over lesbians -- whether white or other." This suggests that being a member of more than one minority group creates added stress to the lives of individuals.

Even though almost half the gay and bisexual students indicated that they had been abused on the basis of their sexual identity, 64.9% indicated that they had not felt actively discriminated against. 10.8% responded that they rarely had been a victim of discrimination based on sexual orientation, with 18.9% and 5.4% responding sometimes and often, respectively.

A total of 64.2% of gay and bisexual students indicated that abuse based on sexual identity comes from faculty (38.5% indicated sometimes and 7.7% indicated often). It also comes from staff, with 29.2% indicating sometimes and 4.2% indicating often. And gays and bisexuals reported that their student peers also victimize them on the basis of their sexual identity, with 32% of gays and bisexuals indiciating sometimes and 12% indicating often. In each of these questions related to abuse, more than half the gay and bisexual students answered that they felt no abuse or they rarely felt abuse from any of the three groups included.

Small numbers of gay and bisexual students felt abuse when dealing with the housing office, residence halls, athletic and recreational facilities, campus police or the library. Twenty percent, however, sometimes or often felt abused by student union personnel; another 19% felt sometimes or often abused by student health service personnel. Nineteen percent report abuse by the student newspapers. Sixteen percent have sometimes or often felt abused by people in the student financial aid office. Sixteen percent felt abused when doing business with the registrar's office. And ten percent reported abuse by bookstore employees.

Abuse in classrooms, reported by gay and bisexual students, was at "intolerable" levels. Only 11.5% reported never feeling abused on the basis of their being gay or lesbian. 29.9% rarely felt abused in classrooms. But fully 50% reported sometimes feeling abused in classrooms and another 11.5% reported often feeling abused in this setting.

IV. RECOMMENDATIONS

It is impossible, of course, to regulate attitudes. It is somewhat easier to regulate behaviors but difficult to determine the line between appropriate and inappropriate behavior. While individuals and groups should feel free to go about their business or pleasure without having to face abuse and viciousness related to their personal identities, we also need to face the issue of the freedom of others to speak their minds.

It would be very difficult to write a specific policy related to the appropriateness of behavior, which seems to be more a matter of education than of mandate.

For example, in relation to employment, the CSU established the Statement on Nondiscrimination and Affirmative Action in Employment in 1980. This policy makes clear that the CSU provides equal employment opportunity to applicants and employees regardless of race, color, religion, national origin, sex, sexual preference, marital status, pregnancy, age, disability, disabled veterans or Vietnam era veterans. The Affirmative Action policy stipulates minority group members as Afro-Americans, Hispanic

Americnas, Native Americans, and Asian-Americans. Executive Order 11375 added women by amendment (San Francisco State Faculty Manual, 1989, p. 39).

Hiring and retention policies are just one part of the total campus environment. The Commission is not aware of definitive campus procedures related to non-discrimination in the treatment of, for instance, gay m;en, lesbians and bisexuals.

Student disciplinary policy for the CSU states that abusive behavior directed toward, or hazing of, a member of the campus community may bring disciplinary action. At SFSU, there is not a specific policy which defines "abusive behavior." This is left to the judgment of the student disciplinary officer.

Without benefit of final data from the faculty survey or the staff survey in process at this writing, it is difficult to propose potential solutions to problems related to heterosexism and homophobia on campus.

When those data are received they will be included in this report. This will presumably result in additional recommendations from this issue group. Until that time, the following recommendations are made:

1. The University should immediately develop the position of Commissioner for Human Relations. This officer would report directly to the President and would have the full authority to make decisions related to discrimination, even those which directly involve the Office of the President. The term of duty for this position would be explicityly stated in order to guarantee the officer's authority.
2. San Francisco State University should immediately define gay, lesbian and bisexual persons as members of a minority group for purposes of Affirmative Action.
3. San Francisco State University should include, on all job announcements which include our equal opportunity statement, encouragement of applications from gay and lesbian candidates.
4. Understanding the importance of such a program, the University should develop, approve and implement a Gay and Lesbian Studies program.
5. The University should develop a code of ethical principles specifying expected and appropriate treatment of students, faculty, staff and administrators on our campus.

6. The Student Affairs Office should, as soon as possible, create a campus student disciplinary policy defining abusive behavior and specifying appropriate measures to be taken by the student disciplinary officer.
7. Specific grievance policies should be written which would be administered by the appropriate office (Student Affairs, Faculty Affairs, or Presonnel), depending on the status of the person bringing the grievance.
8. School Deans and Department Chairs should encourage the inclusion of gay-lesbian sensitive materials in all appropriate course curricula.
9. The General Education CED (cultural and ethnic diversity) requirement has recently become CESD (cultural, ethnic and social diversity). All CESD courses must be mandated by the General Education Council to include gay and lesbian sensitive materials.
10. Mandatory faculty, staff and administrartive training and sensitivity workshops related to gay and lesbian issues should be developed and initiated by School Deans and Department Chairs and office supervisors.
11. All units (Student Affairs, Faculty Affairs, Personnel Department) which provide orientation for new faculty, staff, students and administrators should immediately begin to include gay and lesbian sensitive material.
12. Student Affairs should immediately develop brochures and pamphlets, to be widely disseminated (through the Advising Cednter, The Student Union, The Student Health Services and other frequented offices) on campus, in which the human relations policies and procedures for redress are spelled out and discussed.

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VOLUME I

APPENDIX J

REPORT OF THE ISSUE GROUP ON DISABILITY DISCRIMINATION

DISABILITY DISCRIMINATION

DEFINITIONS: Disability discrimination can be generally characterized as the prejudiced denial to disabled persons of rights or privileges accorded to others of similar age and qualifications. Extensive legal definitions exist; these are mostly derived from the federal Rehabilitation Act of 1973, as amended (29 USC 706 et. seq.) State and local laws, as well as CSU executive orders and policies, typically adopt the definitions of the U. S. Rehabilitation Act. In addition to federal law, San Francisco State University is subject to state law relating to disability discrimination, such as Government Code 12940 and 19230, and to such CSU regulations as the CSU Trustee Statement and Systemwide Guidelines for Nondiscrimination and Affirmative Action Programs (Executive Order 340).

To eliminate confusion in determining disability, the Rehabilitation Act defines as disabled any person who "(1)has a physical or mental impairment which substantially limits one or more life activity, (2) has a record of such impairment, or (3)is regarded as having such an impairment." (45 CFR, section 84.3) This broad definition encompasses persons who may not consider themselves disabled, or whose disability is a perceived rather than real impediment. For instance, someone who once had childhood epilepsy is protected against discrimination on that basis even though the condition no longer is present, and a person who is HIV positive is protected against discrimination on that basis even if asymptomatic. However, there must be evidence that one or more life activity has been substantially impaired, either because of a person's actually being impaired or because a person is perceived as impaired. Thus, the person who once had epilepsy and the asymptomatic HIV positive person fit the definition if there is evidence that the perception of their being disabled substantially limits their access to employment, to education, or to another broad life activity.

However, not every impairment is a disability under the law, nor is everyone disabled. This confusion is sometimes made because the law does protect everyone equally if they are mistakenly perceived to be disabled. Moreover, federal law does not privilege anyone for being disabled but merely requires that reasonable accommodation be made for otherwise qualified persons.

It is a common, but false and discriminatory, belief that society privileges disabled persons. Where the performances of disabled persons match or exceed those of the nondisabled, their achievements are discounted because of the stereotype that they have gotten where they are by being treated charitably. One staff person even complained to the Commission that visibly disabled persons had traditionally been afforded favored access to employment in certain positions within the university.* On the contrary, neither enrollment nor employment figures support the view that disabled persons are favored.

Violations of the law as defined by the Rehabilitation Act are by no means the exclusive manifestations of disability discrimination, but they are common, overt and indisputable forms of discrimination. Disability discrimination is defined in Section 4151 of Title 42 of the U.S. Code as excluding from participation or denying benefits to an "otherwise qualified handicapped person in the United States...solely by reason of his handicap." The Rehabilitation Act defines discriminatory acts as including but not limited to exclusion from participation, the denial of right to employment, or board membership, inferior or separate service, or physical inaccessibility of public accommodations.

To a substantial extent, accommodation and access rights are the substance of disability antidiscrimination legislation. The law mandates thought be given to access so as to ensure the elimination of barriers over time and on a priority basis. The term "reasonable accommodation" applies to the elimination of barriers to full participation of disabled individuals in all areas to which the law applies. A reasonable accommodation under federal Executive Order 11914 must be made unless the accommodation would impose undue hardship on a compliant. "Undue hardship" is usually measured in monetary terms against the compliant's total budget and business necessity, and the burden of demonstrating hardship falls on the compliant. The accommodation is reasonable only for "qualified" disabled individuals, that is, a person capable of performing a particular job with a reasonable accommodation. The accommodation is reasonable only if requested meaning accommodations cannot be imposed on the disabled person. The disabled individual must be consulted in discussions of accommodation. The accommedation must be made if the disability has been identified, even if the disabled individual does not publicly self-identify.

According to CSU Chancellor's office data, San Francisco State University had 426 disabled students in Fall 1988 and 482 in Spring 1989. This is roughly 2% of the student population. The last U.S. census identified 8% of the total U.S. population as disabled. SFSU sets its affirmative action goal for disabled employees at 10.5%, based on statistics for the working age population in the Bay Area. In 1988-89, the distribution of SFSU's disabled student population was as follows**:

	Fall '88	Spring '89
Visual	7%	9%
Communication	1%	2%
Mobility Impaired	43%	48%
Deaf	4%	3%
Learning Disabled	30%	28%
Other	12%	11%

**May not add up to 100% because of rounding

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*The counterfactuality of this comment is disturbing because there are very few visibly disabled persons among the university's students and employees, and there is no university position which has been filled more than once, let alone "traditionally", by a visibly disabled person.

The distribution of respondents identified as disabled on the PRI student survey is as follows, suggesting that the disabled respondents are not representative of SFSU disabled students.(Cf. above) Disabled students were over-sampled, but the over-sample was obtained from a source different from other samples.

PRI Student Respondents Identified As Disabled**

Visual	4%
Communication	9%
Mobility Impaired	22%
Deaf	9%
Learning Disabled	22%
Other*	35%

*Includes conditions such as nearsightedness, shyness and migraine usually not included under federal definitions.
*May not add up to 100% due to rounding.

There are disabled persons of every race, ethnicity, gender, sexual orientation, religion and class. Typical attitudes toward them differ from culture to culture. In some cultures, disabled persons are thought to have special spiritual qualities; in others, they are shunned for being cursed by the deity. The standard for attitudes toward disabled persons common to middle America requires being kind and sensitive. SFSU students and faculty who responded to the PRI survey seem to be consistent with this standard. They do not have noticeable negative feelings toward disabled persons, and the majority feel that disabled persons are treated as well or better than the average person. But however laudable these sentiments are, they have little to do with eliminating the exclusionary behavior which constitutes discrimination against the disabled.

FINDINGS: The treatment of disabled persons at SFSU is subject to a complex web of mandates deriving from federal and state law and policy, from CSU Trustee policy, from Chancellor's policy as expressed in executive orders and coded memos, and from local campus policy. Although there has been progress in respect to equitable treatment of disabled members of the campus community, the Commission's investigation revealed that the campus is not in compliance with, or has failed to implement, important aspects of existing policies and mandates.

The failures are potentially damaging not only to disabled members of the campus community, but to all campus programs. The Commission's investigation indicates that SFSU has neglected to implement procedures which were promised in the 1978 Self-Evaluation filed with the Office of Civil Rights to comply with Sections 503 and 504 of the Rehabilitation Act. Some of these were subsequently repromised (for Fall 1988 implementation) after a 1988 Trustee's Audit of Section 504 compliance commented on the continuing failures of implementation, the campus responded by promising implementation in Fall 1988. As the Commission discovered, however, once again there was no implementation and some of the problems uncovered by the auditor continue.

Given proof of previous warnings of noncompliance, the institution may bear substantial financial liability in cases in which disabled persons are damaged physically, educationally or professionally because SFSU continues to fail to provide adequate, documented procedures. Judgments against the campus because of continued neglect to implement adequately disseminated and documented procedures could conceivably make a serious impact on the campus budget. As there is no fiscal cost in implementing the necessary procedures, and as noncompliance risks significant personal and institutional loss, it seems irresponsible to expose both disabled individuals and the institution as a whole to harm.

Disabled persons are additionally handicapped at SFSU when the programs and procedures mandated to provide them with simple equity are ineffective or inoperative. The difficulties of which the Commission learned seem attributable to disorganization, lack of coordination, and an absence of expertise among those who are responsible for executing the policies. This is a middle-management level problem. Consequently, the Commission concludes there is no point in proposing new policies which will also fail to be implemented. Instead, the Commission recommends reorganization and reassignment of managerial responsibilities.

Issue: The Commission received information from students and faculty of the **inadequacy of support services for students with disabilities.** Paperwork is delayed or lost. Services are not provided in a timely manner consistent with the exigencies of the academic calendar. Faculty receive nothing but the most generalized information, when they receive any at all, and are not provided with helpful analyses of how they can adapt the requirements of their particular courses to the capabilities of individual disabled students. The level of adaptive technology available to SFSU disabled students is primitive as judged against accommodations provided at some comparable CSU campuses. In general, as affirmed by an article in the campus newspaper, the process of obtaining support services strikes some disabled students as one of the greatest barriers they face at SFSU.

Issue: The Commission received information from students about the **inadequacy of procedures for obtaining modifications or adaptions in course and programmatic requirements.** Part of the problem resides in a misunderstanding of how to apply the federal law. The law does not require that all programs be made accessible to all disabled persons regardless of their ability to meet standards and demonstrate essential skills and knowledge. Instead, it requires the institution to provide alternative methods for students to demonstrate the acquisition of essential skills or knowledge, where an equivalent accessible alternative can be devised. Expert academic judgment thus is necessary to determine whether a requested modification of course or program requirements is "reasonable."

At present, SFSU has no systematic procedure which brings academic expertise to bear on decisions involving equivalent but adaptive course or programmatic requirements. Students are told to "work things out" with each instructor, even though they may not understand, before taking a course, how it is taught and what its objectives are. Neither student nor instructor is offered expert guidance about adaptive alternatives appropriate for the particular course. In the absence of acceptable procedures, it is no wonder that the process of students pursuing reasonable accommodations to quickly can become adversarial. In addition, the Commission learned that the university employs no one qualified to advise on functionally adequate adaptations of laboratory and studio worksites. Once more, the burden of inventing reasonable accommodations falls or students and faculty.

Issue: The Commission received information from students and employees that physical access remains a serious barrier to mobility and visually limited persons at SFSU. Coordination for 504 compliance, under which physical access falls, has been assigned to the Student Affairs unit. The Commission learned that existing procedure permitted approval of such decisions as the removal of elevator access to a classroom/office building for a month during the semester and installation of faculty offices without wheelchair access. There was no notification of, nor consultation with, disabled employees, nor any acknowledgement of the potential deleterious effects on them, nor did the decisions reflect understanding of faculty schedules, the need for mobility-limited students to access the Rehab Engineering Lab, nor the conditions under which students need to visit faculty offices. Existing procedures also permitted initial design of adaptive laboratory workstations which were functionally inadequate and did not provide access to the required lab work. Nor did the decisions reflect understanding of the operation of lab work or the need of mobility limited students for access to faculty offices. All these decisions ultimately were reversed at further expense to the institution, most after causing great stress to both disabled and able-bodied members of the campus community.

The source of this sort of problem seems to be several-fold. First, DSS staff possesses no expertise in adaptive design; its process for 504 physical access compliance is limited to having a volunteer review blueprints to conform with the state architectural barrier code, despite the federal requirement for functional, as opposed to minimal architectural, accessibility. Second, the Commission learned that DSS staff appears to have difficulties dealing with what is viewed as inordinate administrative red tape and budgetary inadequacies. Third, DSS staff are not qualified to make judgments which affect worksite needs of disabled employees, nor does DSS consult with disabled employees before issuing approvals.

In addition, several campus and state policies regarding accessibility are ignored. For instance, campus-owned vehicles driven by campus employees are regularly parked blocking wheel-chair access to campus paths and entrances to buildings, presenting hazards to visually-impaired persons and violating safety and Fire Marshall ordinances. Maintenance projects are also permitted to block unique accessible entrances. It is the campus's responsibility to ensure that entrances and paths designated as accessible remain viable and unblocked. There is no evidence of any training program to educate employees responsible for operations, maintenance or construction about this matter.

Disabled parking places on the inner campus have decreased rather than increased, despite state rules regarding the percentage of parking places which must be designated for disabled persons and the placement of these spaces to give access to classes and worksites. Finally, signs governing disabled parking are misleading, resulting in the ticketing of disabled persons with proper state identification, the sort of incident which exacerbates already troubled relations between SFSU and the disabled community. No procedures apparently exist for rectifying any of these problems.

Issue: Students testified to the need for employing disabled faculty, commenting that the number of disabled faculty is so small as to make them invisible. Although Executive Order 340 is nearly a decade old, SFSU has not implemented its provisions mandating recruitment and retention plans for disabled employees, nor the provision for analyzing each job category to set hiring goals for disabled employees. Nor has recent Trustees' policy recommending recruitment of disabled faculty been promulgated and applied. The Office of Faculty Affairs takes no responsibility for employment of disabled faculty, nor is there any mention of such persons in the memorandum the Commission received from the Office of Faculty Affairs. Employment figures for the disabled are not publicized alongside those of other protected classes.

In February 1987 the campus responded to a reporting requirement by stating that its hiring goal for disabled employees was 10.5% of the total campus workforce, based on statistics about the representation of disabled persons in the general population. At that time, President Woo stated in a cover letter that it was the responsibility of university administrators and supervisors to "aggressively pursue implementation of this policy." But to date, there has been no implementation, either aggressive or restrained. The PRI Survey reveals that 13% of the faculty respondents report their departments to have been very thorough or moderately thorough in efforts to recruit disabled faculty, as contrasted with 73% for persons of color and 71% for women.

No systematic and broadly disseminated means for employees' requesting and receiving reasonable accommodations, as mandated by federal law, exists. It is unclear at which level of administration such decisions are to be made, and there is no way of ensuring that accommodations are made in a fashion timely enough to protect the employee's ability to perform. Disabled faculty are instructed to address their department chairs or deans, with no guidance about alternatives in case that individual claims lack of resources or jurisdiction to effect the accommodation. Nor, in case of delay in or inability to make necessary accommodations is there provision for modifying procedures for evaluating employees' performances so as to assure that the absence of reasonable accommodations does not result in discrimination in personnel actions.

That existing procedures are inadequate and must be improved was admitted in the campus's 1978 Self-Evaluation, mandated by the Rehabilitation Act. That document also recommended that faculty personnel committees receive systematic training, preferably annually, in non-discriminatory evaluation of disabled persons as required by federal law. No such training has ever been implemented.

Currently, the Office of Civil Rights is investigating the complaint of a disabled employee who alleges suffering physical and professional harm because of discrimination based on disability. This employee also has recourse to obtain damages under state law in California courts. In this case, the SFSU Affirmative Action Director has investigated and determined that the employee was denied reasonable accommodations. The question which now must be faced is whether the institution wishes to rectify procedures which have been officially admitted to be inadequate and which have been demonstrated to fail to protect either employees or the institution.

Issue: **There is little positive information about disabled persons disseminated on campus,** either within or in addition to the curriculum. Faculty informed the Commission that they received little or no information about disabilities to help them improve their teaching of these students. There is no systematic training regarding the employment of disabled persons. when a disabled person is newly hired, supervisors are informed they may have to make accommodations but are given no instruction about how to judge what requests are reasonable and effective. Not even this effort is made for continuing employees. And, despite the inclusion of disabled persons in the Cultural and Ethnic Diversity requirement in GE, very few, if any, courses approved for CED address them. Despite the implausibility of the view that a disability (which by definition seriously inhibits one or more major life functions) has no affect on a person's identity or sense of self, more than 50% of the SFSU students surveyed believes that disabled persons neither are identified with nor identify themselves by their disability. The Commission also received information from students that some departments with curricula focusing on disabled persons do not themselves seek and support such persons as members of their faculties and that some of these curricula take a "colonial" point of view toward disabled people.

Issue: Federal law mandates that SFSU maintain **internal appeal and redress procedures for disabled persons** who complain of discrimination or are refused reasonable accommodations. At present, there do not seem to be effective procedures. This point was made repeatedly to the Commission. Students are directed to the Student Grievance Officer in Student Affairs, despite the fact that some complaints require expert academic judgment regarding the equivalence of alternative means of meeting academic performance standards. The Commission received testimony and corroborative evidence that students are led to believe professors' academic freedom permits them to ignore the law, that there is no recourse within the university, and that their(the students) best recourse is litigation. Students repeatedly requested a procedure in which complaints are adjudicated by a knowledgeable, impartial person. When reasonable accommodations requested by employees are denied at their unit level, it is unclear whether there exists any systematic recourse short of a formal grievance with representation by their collective bargaining agent.

It is dismaying that the complaints related to the Commission referred mainly to harms which were experienced subsequent to the beginning of the 1988-89 academic year. The 1978 SFSU compliance document, filed with the Office of Civil Rights, details the grievance procedures which the campus stated would be implemented in order to comply with federal law. The compliance document even included the complaint form which would be used. No such implementation ever occurred.

In Spring 1988, a Trustees' Audit drew attention to the absence of the requisite complaint procedures. In July 1988 the campus responded to the audit as follows:

> DSS presently is designing a 504 complaint procedure to be implemented in the fall semester. The process will include notice about the availability of a complaint procedure, information about the grievance guidelines, and identification of offices where a complaint can be submitted. These materials will be located at DSS, Facilities Planning, Personnel, the Dean of Students office, Counseling Services, and other identified campus locations.
>
> A file will be created for each complaint and documentation made of actions to resolve the access concerns. A log will also be created for informal complaints received by DSS and the subsequent steps taken.

A telephone survey of the sites listed above revealed that no one could produce the stipulated materials. Moreover, neither any disabled employee, nor the official bargaining representative of the faculty, recalls any consultation regarding the design of these procedures, despite the fact that 504 (programmatic and physical facility access) protects employees as well as students, and that the materials were supposed to be placed in the Personnel Office. Consequently, the Commission concludes that, once again no adequate implementation, occurred.

(Some of the physical plant deficits identified in the Trustee's Audit have already been corrected. We thus may conclude that the university is able to comply with the law where compliance costs money, but seems unable to remedy deficits where these have no fiscal implications. That it is possible to achieve physical plant modification, but impossible to institute a grievance procedure required by law and by Trustees' Audit, suggests the difference in commitment in this area by different administrative units at the university. There is no record that the auxiliary units - Parking, Student Union, and Housing - named in the July 1988 letter as yet to report have done so; on the other hand, no record of their having been notified to do so is available either.)

Had the Commission discovered only that disabled persons at SFSU face difficulties because the recommendations contained in the 503/504 Self-Evaluation completed in 1978 have not been implemented, it would be possible to attribute the fault to causes in the clouded past. In that case, there might be some point in exhorting those now charged with ensuring compliance to rectify the omissions. However, since the campus has not fully complied with the Trustees' Audit recommendations of 1988 by implementing the commitment made by the campus in response to the audit, the Commission concludes there is little point in recommending compliance once again. If a Trustees' Audit failed to achieve action under the existing assignment of administrative responsibility, there is little hope of the Commission's report being more effective.

Consequently, the Commission recommends a reassignment of administrative responsibility for the university's compliance with laws and policies protecting the disabled. It is necessary to rectify the effects of twelve years of neglect, dating from the filing of the 1978 Self-Evaluation. The amount of work which must be done, and the expertise needed to accomplish it, prohibit merely shifting the assignment for compliance by adding it on to any current employee's responsibilities. To provide the administrative effort and expert judgment necessary, the Commission recommends creation of a 503/504 compliance director.

RECOMMENDATIONS

1. To provide the coordination and expertise needed to resolve these problems and improve SFSU's compliance with existing laws and policies, the Commission recommends creation of the position of 503/504 compliance director. This recommendation is modeled after a solution successfully applied to similar problems at UCLA.

2. The 503/504 director should be charged with developing recruitment and retention plans for disabled faculty and staff, including analysis of job categories and setting of hiring goals, as mandated in E.O. 340. The 503/504 director should also be charged with conducting training sessions in making reasonable accommodations for supervisors, and in conducting training sessions in complying with provisions protecting the disabled for various categories of campus employees.

3. The 503/504 director should be charged with developing programs to improve campus understanding of, and attitudes toward, disabled persons, and with serving as campus liaison to the disabled community.

4. The 503/504 director should be charged with developing effective appeals and redress procedures for students and for employees so that SFSU is in compliance with both the letter and the spirit of sections 503/504 of the U.S. Rehabilitation Act.

5. Responsibility for matters affecting disabled employees, including those involving physical plant and worksite access, should be moved from Student Affairs and assigned consistently with assignments of responsibility for other protected classes of employees.

6. Employment figures for disabled persons should be publicized together with those for other protected classes.

7. A management audit of support services for disabled students should be conducted by outside consultants who have administered model programs supplying such services.

8. To comply with CSU policy, the President should appoint an advisory committee for DSS. There should be substantial representation of members of the Bay Area Disabled Community on such an advisory committee.

9. Department chairs should consider appointing department liaisons to improve the department's accessibility for disabled students. However, under no circumstances should disabled students be segregated to such liaisons for advising.

10. Information conducive to understanding disabled persons and appreciating their contributions should be included in a course on cultural diversity required of all students.

*Membership: Anita Silvers, Todd Groves

VOLUME I

APPENDIX K

REPORT OF THE ISSUE GROUP ON RELIGIOUS DISCRIMINATION

APPENDIX K

University Commission on Human Relations:

Focusing on Racism and Other Forms of Discrimination

REPORT OF ISSUE GROUP ON RELIGION [1]

Definitions of the Issues and Findings

1. **Students report incidents of stereotyping, bias, bigotry, and intolerance on the part of professors in certain courses.**

The most widely reported complaints concerned the presentation of the history and politics of the Middle East. Jewish students reported their strong sense that in the case of at least one particular professor, the presentation of the issues is so one-sided that it passes from reasoned comment and criticism to a bias that makes them extremely uncomfortable as Jews.

Students feel embarrassed and humiliated by the unrelentingly negative picture this professor gives of Israel and Jews. And they are concerned that non-Jewish students who take his classes come away with the grossest sorts of distortions about Zionists and about Israel.

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[1] This report pertains primarily to incidents of bias, harassment, discomfort, prejudice, and discrimination experienced by Jewish students and faculty at San Francisco State University. The data, to the extent that the Commission has been able to gather information in this area, relates primarily to this constituent group. The Issue Group believes that further investigation into the campus experience of religious bias against other groups, notably Muslims, fundamentalist Christians, Native Americans, and African-Americans, is warranted.

The data for this report are drawn primarily from three sources: a public hearing with Jewish students conducted by several members of the UCHR's Task Force on Public Hearings, and testimony presented in confidence to individual members of the Commission; and data from the faculty and student surveys conducted by Public Research Institute.

One student told of a friend whose main exposure to issues of the Middle East was this class. The friend was taken aback when the Jewish student told her of her positive impressions of Israel, after returning from a visit there. "She asked me if I knew that all Zionists were racists. She then proceeded to tell me of all the evil Zionists have propagated in the world, and how they were responsible for all sorts of problems. This is scary because I am probably the only Jewish person she has ever met."

Students also felt that their efforts to challenge the professor's biases were met with a condescension and ridicule they found very intimidating. "He can really abuse people who stand up," one student reported. "I felt intimidated," another said, "like I was the only one who felt embarrassed or humiliated."

Most troubling to the students were guest speakers whose anti-Semitic remarks went unchallenged by the professor. In one class, a student related, a guest professor claimed that "Jews were in control of San Francisco, its politics, its financial situation, and its homeless problem." The student said that he "felt like crying" and "felt nauseous" hearing such blatant anti-Semitism in an SFSU class.

In another similar example, reported in confidence to a Commission member, a guest lecturer in this class echoed several classic anti-Semitic canards, including questioning the loyalty of pro-Israeli American Jews and contending that Americans do not receive the truth about the Middle East because "you know who controls the media."

Commission members have received complaints from students about the bias of this particular faculty member, as well as similar allegations about several other professors whose classes touch on the area of the Middle East. A complaint was also registered in Fall 1989 about slurs against Jews and other ethnic groups made by a professor in another course. In this case, mechanisms of redress functioned well. The student brought his complaints to the professor, who expressed regret for any insensitivity he may have shown and pledged not to repeat such remarks in his classes.

Other students, however, who voiced concern about alleged faculty insensitivity and bias, confided a feeling that there is little that can and will be done to correct the situation.

2. Students have experienced bigotry, stereotyping, intolerance, and insensitivity from the campus newspaper, other student organizations, and from the student government. This has served to limit participation in student life activities.

In general, the concern of Jewish students is with a political rhetoric on campus that they perceive as demonizing Israel and trying to drive a wedge between Israel and American Jews. Jewish students experience this rhetoric as an attack on their own identities and sense of ethnic belonging. They find it confusing and disturbing.

"I have been told that I am not a 'Jew' culturally," one student stated, "because Jews belong to the country where they have been born. Only religion matters. I have been told that Jews are not an ethnic group, they are just people that have been persuaded by Zionists to give themselves a Jewish national identity by supporting the state of Israel. They say you do not deserve a homeland because you are not a people. The psychology is that we are not Jews anymore..."

Jewish students report a deep sense of isolation and powerlessness on campus. They often feel that their sense of being the targets of anti-Semitism is belittled or dismissed. "We are told we have nothing in common with minorities," said one student. "We are told we are not persecuted and so we are not acknowledged. Someone else is making decisions about what we have contributed to this society."

For many Jewish students, a line is repeatedly crossed between legitimate criticism of the State of Israel and an extreme rhetoric, often drawing on classic anti-Semitism, that they experience as personal attacks on themselves as Jews. An example cited was a poster placed around campus this Fall which used imagery associated with anti-Semitism, including crucifixion imagery and a yellow Star of David reminiscent of the Star the Nazis forced Jews to wear in the death camps. Jewish students found this poster extremely distasteful and disturbing and far beyond the bounds of acceptable political discourse. (A sample of this poster was collected by the Task Force on Documentation of Campus Activities.)

Jewish students also reported to a member of the Commission two incidents of discrimination by organs of the student government: In one case, a student was denied a position for which he was applying on the basis of his alleged "racist" Zionist views.

In a second case, another student was denied a position to which she was otherwise eminently qualified and deserving. When she inquired why she had not gotten the position, she was told by a member of the student government that it was because she was a "Zionist." In fact, the student's political opinions on Israel were entirely unknown; all that was known about this student in this regard was that she was Jewish.

Efforts to reform the student political process, students report, have been met with harassment and intimidation, including physical intimidation. One student discussed an election campaign held a few years ago:

> "We had mobilized a coalition effective to win the election. The results showed that kids were sick of what was going on. In the coalition there was a Cuban running for Vice President and he received death threats and threats towards his family and car. There were lies printed in the Gater about racial tensions between him and members of a fraternity, who supposedly called him a racist because he had a token Jew on his coalition. We won and then the election was overthrown because a voting booth was five feet too close to where some campaigning was going on."

3. Students report incidents of physical harassment and intimidation.

Testimony to the Commission concerned three such incidents over the past two years. In the public hearing, a student reported an incident of verbal harassment and physical threat:

> "I was at a fraternity party where there happened to be a number of Palestinian students. Near the end of the party, I overheard one such student talking to a non-Jewish person I know, making anti-Semitic remarks... My friend asked my opinion...if they were just anti-Zionist comments I would not have had a problem, but these were anti-Semitic. I left the house and did not go back in. The Palestinian student came out very upset, looking for me, telling people he was looking for me. My sorority sisters who happen to be Jewish told me he looked violent. He approached one of my sisters and called her a 'Kike.' Other Palestinian students got involved on his side, and Jews and non-Jews came to our aid, calling him on his racist behavior."

Two other incidents happened to one student, who reported them in confidence to a Commission member. In the first, a fundamentalist Christian preacher was speaking on campus and this student asked him some challenging questions. After the preacher's talk, the student was surrounded by students who were apparently believers in the preacher's point of view. They harassed and verbally abused her, telling her, among other things, that she would go to hell and her flesh would be torn by vicious snakes for all eternity because she did not accept the truth of the Bible as they saw it.

Several days later, in an incident which may or may not have been related to the above, this student found a yellow Jewish star painted above the door of her room in the Residence Halls. This frightened her greatly. The Residence Hall staff was very helpful and supportive, offering her emotional support as well as some practical suggestions to alleviate her fear.

4. Faculty and staff also report incidents of stereotyping and anti-Semitism among staff, faculty, and administration.

Two such examples were reported in confidence to Commission members. One staff member described fellow workers associating her in a derogatory fashion with Jews in general and, in one instance, accusing her of being a "Jewish princess" during the discussion of the scheduling of a meeting.

Two faculty members in the same unit reported on what they felt was a pattern of anti-Semitic remarks and prejudicial attitudes on the part of a member of the unit in which they work.

5. The student and faculty surveys suggest the existence of bias, discrimination, and insensitivity towards other religious groups.

The student survey data suggests that experiences of discrimination based on religion, while far less frequent than those based on race and gender, nevertheless occur on campus. Of 80 students in the survey reporting specific incidents of discrimination, for example, only 4% involved religion compared to 49% involving race and 19% gender.

Discrimination based on religion may be rare; only 5% of students and 7% of faculty report a personal experience of abuse or discrimination based on religion. (Survey Question 2). Yet there are some small but noticeable exceptions.

20% of Jewish students report experiencing instances of abuse based on their religion sometimes or often, another 30% report rare experiences of abuse. In total, 50% of Jewish students have encountered some abuse they believe was based on their religion. This compares with slightly under 8% of Christians who have experienced such abuse sometimes or often and 13% rarely, for a total of 21% who have had some experience of abused base on religion (Survey Question 2).

The number of fundamentalist Christians and Muslims responding was too small to reach conclusions on their experiences of discrimination. But the data on feelings and attitudes towards these groups suggests that such bias and discrimination may be found at SFSU.

30% of students report their belief that fundamentalist Christians are treated worse on campus than other groups and 30% also believe this is true regarding Muslims. Faculty perceptions are even stronger; 35% of faculty believe that fundamentalists are treated worse and 44% believe this is true for Muslims.

The "feeling thermometer" would seem to bear out this concern. 54% of student respondents may be considered feeling "cool" towards Fundamentalists and 25% towards Muslims.

Interpretation, Analyses, Hypotheses

1) Classroom Participation and Performance

The incidents of stereotyping, bias, bigotry and intolerance on the part of professors in certain classes serves to undermine the participation and contributions of students in the classroom. The experience evokes fears of academic reprisals. Students fear that speaking out will result in academic discrimination. Students confess that their experiences in the classroom affect their self worth and self esteem. Students have confided to a Commission member their tendency to come to campus and leave quickly in order to avoid the possibility of confrontation or retaliation. Although there have been incidents where campus administration has interceded to correct classroom insensitivity, students generally feel there are inadequate means to address faculty bias.

2) Student Life Participation

Insensitivity and intolerance from the campus newspaper, other student organizations and from the student government have served to limit participation in student life activities. Students feel estranged and disenfranchised. Students are quoted as feeling that the campus is not "their/my" place. The tension serves to divide the campus, exclude students from a universal student community or sense of community and for some the tension evokes fears of physical violence.

3) Student and Staff Confusion

Students, faculty, and staff have experienced confusion and lack of sensitivity over issues of religion and ethnicity that they consider important. Discussions and remarks which begin as political criticism and political discourse are sometimes experienced as bigotry. The confusion results in a denial and lack of attention to religious prejudice and discrimination on campus. The campus environment falls short of facilitating or providing mechanisms for safe academic discourse concerning such issues.

Reports by students, faculty, and staff on incidents of religious discrimination illustrate that bigotry, intolerance, and insensitivity are common experiences that must be addressed comprehensively and consistently.

Recommendations

Arena	Action
President	**Mechanisms for Redress**
	1. Establish a discrimination officer and/or office; Appoint an Ombudsperson;
	2. Institute formal channels for hearing complaints of bias with appropriate safeguards;
	3. Develop formal procedures for investigating and processing complaints of bias with appropriate sanctions.
	Mechanisms for Tolerance and Understanding
Vice President Academic Affairs	1. Institute a general education class on intercultural education;
	2. Incorporate session on prejudice reduction and intercultural education in faculty orientation program;
	3. Conduct exit interviews for faculty exploring experiences of discrimination;
	4. Initiate highly publicized forums on prejudice reduction in which antisemitism and other forms of religious prejudice are highlighted.
Vice President Student Affairs	1. Incorporate session on prejudice reduction and intercultural education in student orientation program;
	2. Include outreach to reduce tension and stereotyping, etc. in the role and mandate for Student Activities Office;
	3. Incorporate mechanisms in Student Residence Life programming addressing issues of cultural diversity, tolerance and understanding.

Vice President Administration

1. Incorporate session on prejudice reduction and intercultural education in employee and management orientation program.

2. Institutionalize workshops on cultural diversity, cross cultural communication, coalition building, etc., in staff development programming.

3. Include in the management evaluation program an evaluation of management activities undertaken to reduce prejudice, discrimination, tension and promote cross cultural education; affirmative action record.

4. Conduct exit interviews for staff exploring experiences of discrimination.

*Membership: Denise Fox, Dan Dorfman

Appendix 16

END

U.S. Dept. of Education

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